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ABSTRACT

The parent education materials in this packet are intended for use by professionals, and some paraprofessionals, who work with children from birth through 5 years of age and with their families. Included are guidelines for choosing playthings for children of any age, and lists of suggested toys for children of various ages, and, in particular, handicapped children. The contents also provide information on child development from birth through 5 years of age, and suggestions about playing with children during each of the first five years. Further information and recommendations are offered for the matters of discipline, sibling rivalry, reading aloud to children, and safety. Included in the packet are a booklist of related readings and a list of additional resources to be made available to parents during mini-workshops. (RH)

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PARENTING WORKSHOPS

ON

CHILD DEVELOPMENT

by

Warren-Newport Public Library

224 N. O'Plaine Road
Gurnee, Illinois 60031

1987

Founded by LSCA Early Childhood Enhancement Grant

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The materials contined in this packet are intended to be used by professionals and some paraprofessionals who work with children (from 0-5 years) and their families.

This information can be presented to parents in a variety of ways.

1. The materials may be used for one 15-30 minute presentation that would overview the topic area and provide additional the resources to be taken home for further reading.
2. The materials may be used to present a series of 15-30 minute (or longer) presentations on a single topic area.
3. The materials may be used in conunction with audio/video presentations. It is important to remember that the length of a presentation will depend on the presenter, the amount of audience participation and the amount of hands-on activities, if any.

Materials contained in the packet were researched and developed by Joyce Morgan and Julie Taylor, Parent Educators at the Warren-Newport Publice Library in Gurnee, Illinois in conjunction with the LSCA Title I Project: Early Childhood Enhancement.

CHOOSING PLAYTHINGS FOR ANY AGE CHILD

Whether buying a new toy or borrowing it from your local library, parents and grandparents should ask themselves the following questions before making the final decision on a particular toy.

Does the toy fit the child's present interests and abilities?

Will the toy be challenging not frustrating?

Does the toy have more than one use?

Will the toy hold long-term interest?

Will the child be actively involved when playing with the toy?

Is the toy durable and well designed?

In addition, the United States Consumer Product Safety Commission (CPSC) and the Toy Manufacturers of American (TMA) offer these recommendations when choosing toys.

-Consider whether younger children will have access to toys designed for older children.
-Make sure toys are sturdily constructed.
-Avoid toys with small parts for infants and toddlers.
-Avoid toys with long strings that could strangle young children.
-Avoid toys that shoot or propel objects that can injure eyes or become lodged in the throat.
-Inspect toys for sharp points.
-Painted toys should have nontoxic surfaces.
-Electric toys should be UL (Underwriters Laboratories) approved.
-Stuffed and cloth toys should bear the words "Machine/Surface washable". Fabrics should bear the words "Flame Retardant/ Flame Resistant".
-Electric toys with heating elements are recommended for children 8 years and older and should be used under adult supervision.

If you feel a toy is hazardous write to the Consumer Product Safety Commission, Washington, D.C. 20207 or call 1-800-638-CPSC.

The Commission also publishes "The Safe Nursery: A booklet to help avoid injuries from nursery furniture and equipment".

Toy Manufacturers of American publishes a book on toy safety, "The ABC's of Toys and Play". Send a postcard with name and address to:
ABC Toy Booklet
P.O. Box 866
Madison Square Station
New York, N.Y. 10159

TOYS FOR ALL AGES

0 - 2 Months

At this early age, your baby is interested in seeing, hearing and touching. Good toys include....

Real faces, people
Colorful transfers/pictures for crib, wall, changing table
Mobiles-colorful, musical, moving
Soft stuffed animal for touching/feeling
Rattles (held for baby)
Music boxes

2 - 6 Months

At the earliest part of this age group, your baby will begin moving arms and legs. Eye-hand-mouth coordination soon begins as your baby begins to play with his hands, look at them and put them in his mouth. Simple toys are soon "batted" at, reached for, held and eventually put in your baby's mouth. Good toys include....

Cradle gyms or other hanging toys to bat at
Roly poly, chime toys
Rattles, wrist rattles
Teething rings/beads
Plastic slinky
Squeaky toys
Small stuffed animals
Mirrors
Soft plastic blocks
Suction toys

6 - 12 Months

Between 6 and 12 months physical exploration continues. Your child is very curious. He moves from rolling to sitting to crawling to pulling up to and stepping around furniture. Objects are explored and manipulated more freely; first words are soon to emerge. Good toys include....

Manipulative crib toys
More rattles/teethers/squeeze toys to grasp and handle
Pull toys
Cloth/rubber/wooden blocks
Soft cuddly dolls/animals
Balls, rolling toys
Nesting toys
Simple stacking toys
Container toys for emptying
Bells, tambourines-musical toys
Push toys, trucks, etc.
Cloth books
Suction toys for high chair
Mirrors

Floating toys for bath
Busy boxes
Kitchen supplies-ots and pans, plastic bowls
with lids, mixing spoons/cups

12 - 18 Months

At this age, your child will toddle around, sometimes quite wobbly. Movements may range from walking to running. They enjoy emptying and filling containers, knocking down stacks of blocks and imitating the actions of others. Your child now follows simple directions and can copy sing-song pattern of adult sentences but may use only one real word in a sentence. Good toys include the many already listed with the following additions.

Crawling and climbing toys
Pull along toys
Push along toys
Appearing/Disappearing toys (Jack-in-the-Box)
Wooden, plastic animals
Building blocks, stacking toys, nesting toys
Banging/hammering toys
Cups/spoons
Musical toys
Filling/spilling containers (In and out toys)
Easy put together toys (Large snap beads)
Dolls with clothes/buggy
Large cars, trucks
Telephone
Simple books
Bath toys for water play
2-3 piece puzzles

18 - 24 Months

Still on the go, your child is busy exploring more shelves, drawers, cabinets - anything he can get to, get on or get in. He may begin to show a hand preference while turning knobs, turning pages in a book or placing shapes in simple puzzles. Your child will begin pretend play with toys or people and will name people, places or objects. Good toys for this age include....

Many of 12-18 month toys previously listed
Toy radio/phonograph with simple on/off switch
Busy boxes
Pegs and pebgoard
5-6 piece puzzles
Talking toys
Big picture books
Shape sorters
Sand toys/pail and shovel
Rocking horse
Wagon

Housekeeping toys
Paper/large crayons, markers
Puppets
Slide
Play table/chairs

24 - 30 Months

Your child now wants to know about everything in his immediate world. He often asks who, what, why and when, questions and may be speaking in 3 word sentences. Walkingm running and going up and down stairs are now under control. A great deal of imaginative play with real objects takes place at this age. Good toys for this age include many previously listed toys as well as the following....

Finger puppets
Dress up clothes for self and dolls
Blocks, all shapes, sizes, colors
Hammer and workbench
Playdough, cookie cutters
Musical toys
Tops (Large)
Large nuts and bolts for screwing
Toy stove, pots and pans, dishes, etc.
Beanbags
Large threading beads
Stacking rings
Paper/crayons
Chalk, chalkboard
Cardboard playhouse
Bubbles
More puzzles, books

30 - 36 Months

At this age, imaginative play continues but is expanded on. Your children may not only play doctor, but they will call the ambulance, go to the hospital, etc. Hand movements are more refined. Your child enjoys simple construction toys, coloring, painting, pasting and playing with clay. Speech is understandable but not always perfect. Your child uses about 900 words to talk about everything. Good toys for this age include those in the 24-30 month list plus the following..

Bristle blocks
Duplo blocks
Puzzles with 7-9 pieces
Manipulative toys-music boxes, talking toys, etc.
Threading cards
Play sets-play house, cash register, farm, garage, etc.
Musical toys-xylophone, toy piano, drums
More toys to pretend with-kitchen ware, tea sets, nurse/ doctor kit
Push/pull toys-shopping cart, stroller, fire engine, etc.
Ride on toys
Toy tent

Garden tools
Arts and craft kits

3 - 4 Years

At this age your child has pretty good control of his muscle and his language. He enjoys a variety of play situations especially with a small group of peers. Three and four year olds love to climb, jump and make their way through obstacle courses. They love to create with blocks, beads, legos, clay, paper and glue. They display dramatic make-believe play and use household objects to represent real things (broom/horse). They now help with simple chores around the house. This age enjoys most of the toys listed in the 2-3 year categories but use them in different ways. Additional toys to offer to this age group are....

Accessories for blocks-people, animals, signs, vehicles
Lincoln logs, Leggos, other construction toys
Play money
Sewing cards
Toy clock
Simple card games
Simple board games
Design and pattern sets
Listening games
Stickers and sticker book
Cooking set with dry beans to use for imaginary food
Puzzles with 10-12 pieces
Scissors
Pipe cleaners
Paints/paint books
Props for imaginative play
Water and sand toys

4 - 5 Years

At this age, your child uses more planning in play, and he organizes what he needs-both objects and children. He cooperates well with adults and children and takes turns for games, although losing is still difficult. Four and five year olds use their 2000 word vocabulary to enhance their make-believe play situations such as puppet shows. When playmates aren't available they busy themselves with skill oriented toys such as puzzles. They will continue to enjoy many of the 3-4 year toys in more detailed and elaborate play situations. The following toys will add to the quiet and noisy times of your child....

Various other constuction toys
Puzzles with 8-15 pieces or more
Tape recorder/record player
Dominoes
Lotto games, language games
Musical instruments
Number materials/abacus

Science toys-magnets, balancing scale, etc.
Roller skates
Bike with training wheels
Marbles
Bat and ball
Childrens magazines
Crayons, paper-more art/craft materials

5 - 7 Years

During the early school years, the connection between play and learning continues. Children continue to learn in active, hands-on ways. They continue to have a-great hunger for information. Through play activities at home and school, school age children sort out newly acquired concepts. Good toys and activities include....

Costumes/realistic props for pretend play
Dollhouses (bought and made)
Puppets with puppet stage
Dolls-to confide in, as companions, or for pretend
Hide and seek, catch and chase games for outside
Kite
Bat and ball
Yo-yo
Stilts
Jacks and ball
Pick-up sticks
Sewing/embroidery set
Toy typewriter
Advanced construction set
Letter/number games
Checkers/chinese checkers, bingo, chutes and ladders, etc.
Magnetic letters
Card games, beginning books for reading

RESOURCES

Einon, dorothy
Play with a Purpose, Learning Games for Children Six Weeks to Ten Years
Pantheon Books, New York, 1985.

Munnion, Catherine and Grender, Iris, Eds.
The Open Home, Early Learning Made Easy for Parents and Children
St. Martin's Press
New York, 1976.

Oppenheim, Joanne
Kids and Play
Ballantine Books, New York 1984.

Sinder, Mary
Toys for Growing: A Guide to Toys That Develop Skills
Year Book Medical Publishers, Inc.
Chicago, 1986.

Velez, GAil Granet
The Parents Resource Book
New American Library
New York, 1986.

CHOOSING TOYS FOR YOUR CHILDREN

When choosing toys for your children, always consider the following:

1. Safety/Quality
2. Versatility
3. Attractiveness
4. Age/Skill Levels
5. Child Participation (active vs. passive)
6. Child's Interest

The following list of toys is grouped according to approximate age levels. Because children develop at different rates, this list should only be used as a general guide.

BIRTH-ONE MONTH

Parents and people offer stimulation through touching, talking, singing etc.

Faces, bright colors, patterned pictures can be visually stimulating.

2-3 MONTHS

Musical toys
Mobiles
Dangling toys
Rattles
"Faces", Brightly colored objects
Soft, cuddly toys
Wrist mitts (Fisher Price)

4-6 MONTHS

More of 2-3 months toys/rattles, bright objects, etc.
Cradle gym
Squesky toys
Teething toys
Suction toys
"Kitchen Toys" measuring spoons, metal cups, small pot lids, etc.
Mirrors

7-9 MONTHS

More 4-6 month toys/squesky toys, mirrors, kitchen toys, etc.
Roly Poly toys
Jack-in-the-Box/Pop-up toys
Cloth books, cloth blocks
Bath tub toys/floating toys, sponges, cups for pouring
Toys to bang
Stuffed animal, dolls
MORE "Kitchen Toys" clothespins, etc.
Simple wooden cars

10-12 MONTHS

More of 7-9 month toys
Container toys
Push/pull toys with strings
Easy take-apart toys
Simple books
Blocks (large cloth, small wooden)
Balls
Large chunky crayons
Kitchen toys, everyday objects such as cups, toothbrush, hairbrush, etc.
Empty boxes, coffee cans without sharp edges.

12-14 MONTHS

More of 10-12 month toys
Stacking toys
Container toys with smaller openings
Easy manupulative toys
Rhythm instruments
Safe plastic cups, plates and spoons
Simply books

15-18 MONTHS

More of 12-14 month toys
Ride on toys
Manipulative toys/busy boxes, activity centers
Hammering toys/pounding games
Water toys
Pouring toys for sand or water
Large push or pull toys
Big puzzles
More books
Cars to push along

18-24 MONTHS

More of "old" toys mentioned before will now be used in new ways.
Appearing/disappearing toys
  Shape sorters
  Homemade shape sorters from coffee cans, shoe boxes
  Jack-in-the-box
Apart/together toys
  4 piece simple puzzles (fruit, animals, cars, etc.)
  Geometric form boards
  Stacking rings
  Large pegboards
Wooden blocks for towers
Yogurt/cottage cheese containers for towers
Musical toys/bells, drums,xylophones
Nesting cups
Small slides/outdoor/indoor gym for toddlers
Telephones
Simple picture books

24-36 MONTHS

Nesting/stacking toys-correctly assembled
Wooden beads for stringing, lacing toys
6-8 piece puzzles, form boards
Construction sets-nuts&bolts toys, bristly blocks
Miniature play scenes/role playing toys, etc.
Doll house with family, parking garage, farmhouse, workbench, tea sets, shopping cart, cash register, old hats, etc.
Dolls to dress/undress
Crayons, markers, finger paints
Playdough
Picture/color matching cards
Single picture/action cards
More books
Rhythm instruments
Sorting games/categorizing games

PRE-SCHOOLERS

Basic toys and materials that can be used by pre-schoolers in more "complex" and creative ways.

Blocks	Dolls	Crayons
Balls	Puppets	Paints
Books		Pencils
Cars & Trucks		Playdough

Also provide:
Construction toys - Legos, Tinker toys, etc.
More art materials for colloges, printmaking, etc.
Water and samd toys - plastic tubing, sprinkling cans, squeeze bottles, funnels, sandmills, etc.

Pre-Schoolers

Large outdoor toys
Counting games/letter games
More complex puzzles
Small pegboards with design cards
Bead stringing with design cards
Sewing cards
Stickers
Lotto games
Dominoes
Board games
"Simon Says", other group games
Clocks
Doctor/nurse kits, cooking/tea sets, more role playing toys
Chalk board/chalk

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HANDICAPPED CHILDREN AND PLAY

Young children who are handicapped in one way or another sometimes lack the desire or ability to play like other children. They usually need to be coaxed or assisted into active involvement with toys. Adults, especially parents, play a very important role in the "play" world of the handicapped child.

No toy, however well-designed or adapted, can alone encourage meaningful play. Toys are only an aid to further involvement with parents and/or other children. Simply by playing with your child, you can restructure a play session in a way that your child could not have done. If your child has an irrational dislike for toys or anything new, your playing with the toys beside the child may slowly draw him/her into the activity. Handicapped children need to be shown how to play with toys; they need to have meaningful learning experiences with toys.

Parents or other family members can provide meaningful learning experiences by playing with their handicapped child. Knowing your childs individual needs will be helpful in choosing appropriate toys, but the progress made through these play sessions will be the direct result of the interaction and envolvement of family members, not the toy.

The following list provides a "more - or - less" developmental sequence of toys with an emphasis on the development of particular skills.

TOYS THAT DEVELOP PARTICULAR SKILLS

Toys To Look At	Comments
-Mobiles	-Brightly colored, musical
-Moving toys-chime toys, wobbly balls, roll-back toys	-Child watches while adult plays with toy
-Mirrors	-Suspend in crib, hold child in front of

Toys To Handle	Comments
-Cradle toys	-Suspend over playpen
-Rattles	-Brightly colored, contrasting sounds
-Pair of rattles	-Encourage transfer from hand to hand, two-handed play
-Toys to manipulate	-Easy grip toys, teething rings
-Textured toys	-Tactile stimulation is important for all children
-Sound producing toys; wrist rattles	-Tie to baby's ankle or or wrist; encourages arm movement and kicking

Toys To Use When Child Can Sit Up	Comments
-Nesting, stacking toys, container toys	-Encourages "in" and "out" concepts
-Inflatable bounce back toys	-"Play" success achieved without requiring alot of accuracy
-Vehicles with peg people	-A good first representational toy

-Blocks	-Encourage banging of 2 objects
-Floating bath toys	-Allow sitting experience in a different medium

Toys To Use When Child Is Toddling	Comments
-Balls	-Various sizes, colors, textures or those containing bells or other sound producing materials
-Push along/pull toys	-Interesting sound or action motivates the child to walk crawl or roll

Toys That Encourage Mobility	Comments
-Castor type toys	-Child lies on tummy and moves using hands/feet
-Rocking toys	
-Tricycles	
-Baby Walkers	

Toys That Encourage Hand-Eye Coordination	Comments
-Stacking and nesting toys	-Used for building, knocking down
-Pegboards	-Start with largest size, work toward smaller size
-Threading and lacing toys	-Start with large types, move down to small. Laces should have long toys at end. If possible start lacing activities with large beads and plastic tubing
-Constructional toys	-Some require screw movements, pieces that snap together, etc.
-Constructional sets	-Such as Duplo or Lego
-Two-handed drawing	-Etch-a-Sketch

Toys That Develop Discrimination Skills	Comments
-Sorting boxes	-Each shape should only fit in one hole
-Form boards, shape puzzles	-Start with 2-3 pieces, or even individual shape board
-Lotto games	-Clear simple pictures
-Inset/jegsaw puzzles	-Everyday situation puzzles are initially most meaningful

Toys That Encourage Speech/Language Skills	Comments
-Tea sets	
-See inside jigsaws	

-Garage, airport, farm sets
-Pictures and photographs-use familiar pictures of family, friends, home
-Lotto games
-Toy telephones
-Puppets

RESOURCE

Toys and Playthings A Practical Guide for Parents and Teachers,
John and Elizabeth Newson,
New York, Pantheon Books, 1979

Playing With Your Baby - Birth to One Year

Objectives

1. To familiarize parents with the development of children in the first year of life.

2. To provide information on appropriate toys for children birth through one year.

3. To provide suggestions for parents on how to provide a stimulating environment for infants.

Definitions

1. Social development is the development of behavior that is related to the interaction with others.

2. Fine motor control is the control of small muscles such as hands and fingers.

3. Gross motor control is the control of large muscles such as legs and feet.

4. Expressive language refers to many different methods that a child uses to make his needs known. It includes physical gestures as well as verbal responses. Receptive language refers to the understanding of concepts and the spoken word.

Infant Development

Birth - Two Months

A. The first two months are dominated by physical and emotional needs.
B. Most movements are in relation to the reflexes.
C. During brief periods of alertness, the infant will begin to use his or her senses, one sense at a time.
   -Using the senses helps infants to learn about themselves and their environments.
D. Infants do not know that there are objects or people separate from themselves.
E. The basis for an infants future, confidence, relationships, trust in the world, and independence is developing. If needs are met regularly and lovingly, the child learns that the world is a safe and secure place.
F. If the child develops a sense of security, the foundation is laid for future exploration and a willingness to adapt to new situations, experiences, and people.
G. Grasp is becoming more voluntary.
H. Infants are beginning to coordinate the senses. They can look for a sound and start sucking at the sight of a nipple.
I. They are able to exhibit distress, excitement, or delight.
J. Infants will watch a person alertly and directly and will follow a moving person with the eyes.
K. Infants are becoming responsive to people.
   -They will respond to a person presence with excitement, arm and leg waving, panting, or vocalizing.
   -They quiet is response to holding or to a persons voice or face.
   -They will stay awake longer if people interact with them.
   -Infants can clearly discriminate voices and people.
L. Infants startle at sudden sounds and show facial response to the sounds.

Three to Five Months

A. Periods of alertness increase in length and frequency. They should sleep ten to eleven hours at night.
B. The baby becomes more active.
   -While on the stomach, infants will roll from side to side, or may roll from the stomach or side to the back.
   -In the crib, they may make swimming motions and move around.
   -They will turn their heads in all directions when seated or lying down.
C. An infant is able to grab objects purposefully and bring them to the face to look at and chew on.
D. The charactoristics of objects are learned through sensory exploration, especially mouthing.
E. During this time, infants are developing the ability to sit when supported.
F. There are increases in the field of vision to investigate the surroundings.
   -They can now focus clearly at different distances.
   -They will stare at the place from which an object drops.
   -The head and eyes turn in coordination and can follow the source of sound.

G. Infants learn how to feel with their hands.
-They show interest in playthings.
-They may take small objects between the index and second fingers.

H. Babies will seek attention and acknowledge attention by smiling, making noises, and moving the whole body. They also begin to adjust responses to people.

I. In general, children three to five months are becoming more interested in people and their environment.

Six to Nine Months

A. At this age, infants will begin to propel themselves from place to place by rolling, creeping, and tually crawling.

B. Infants can balance well and enjoy upright posture.
-Many are able to get to a sitting position by using the arms to push up from the side, or by assuming the crawl position and sticking the legs out in front.

C. Six to nine month old children love to investigate, explore, and experiment.
-They will investigate the home, with few objects escaping curiosity.
-They will experiment with objects by tasting, moving, poking, and squeezing things.

D. Children are learning from others.
-They learn by watching and imitating others.
-They are learning the meaning of "no" by the tone of voice in which it is used.
-They can perceive and respond to others' mood swings.

E. Infants are becoming independent people, with their own distinct personalities.
-They have their own likes and dislikes.
-They are able to move away from caretakes if they want to.
-They will resist pressure to do something they don't want to.

F. Manipulating objects is a favorite activity.
-They can reach for and grasp toys with one hand.
-They can hold two objects simultaneously, one in each hand, and may bang them together.
-Infants will play vigorously with noisemaking toys, such as a rattle, bell, or music box.
-They can hold and manipulate spoons and cups in play.
-By the end of this period, they will start to feed themselves.

G. Infants are beginning to learn more about themselves.
-They may associate a picture of baby with themselves, and respond with an appropriate sound.
-They will reach for and pat a mirror image.
-They will explore their bodies with mouth and hands.
-Infants may love to suck on their toes.

H. Children six to nine months are becoming more vocal.
-They vocalize several sounds in one breath.
-They may try to imitate a sound or a series of sounds.
-They respond with sound to people, actions, and events.

Ten to Twelve Months

A. This is a transition time as the child is changing from an infant to a toddler.
B. Vocabularies change, and children go from a babbler to a talker.
   -Speech is still gibberish, but with intelliglible sounds.
   -They can imitate inflections, speech rythms, and facial expressions more than speech sounds.
   -They will recognize words as symbols for objects.
C. Children ten to twelve months are starting to learn rules of acceptable behavior.
   -They show guilt at wrongdoing.
   -They will seek approval and avoid disapproval.
   -When praised, they will repeat the action for additional praise.
D. Fine motor control has been refined.
   -Now they can use objects as tools.
   -They may use the hands in sequence, such as in feeding, or picking up an object with one hand, and supporting the body with the other hand.
   -They will pick up minutely small objects.
   -They deliberately place objects in places.
   -Feeding skills are improving. They can carry a spoon to the mouth.
   -A favorite activity is placing and removing objects into and from a cup, box, or other container.
   -They may lift lids from a box.
   -They may remove and place rings on a stacking toy.
E. Some children in this age range may walk, others may be crawling.
F. Most children will be able to stand alone and cruise furniture.
G. Children are learning more about themselves.
   -They are aware of their own actions and some of the implications of the actions.
   -With the awareness of themselves, they feel more self-confident and assertiveness grows.

Toys For the First Year - Providing a Stimulating Environment

A.	Pictures (From birth on)	Attach brightly colored decals, posters, or pictures, especially pictures of faces, to wall or the crib.
B.	Mobile (2-6 months)	Place the mobile 5 to 18 inches from the face. A mobile engages an infants active interest in his surroundings. Later, the infant will reach for adn grasp the mobile. Move the mobile so the baby can use the feet as well as the hands to bat, kick, pull, or push it. Mobiles that move, play music, or make noise provide added interest.
C.	Mirror (2 months on)	Hang a small, unbreakable mirror on the inner side of the crib or next to the changing table.
D.	Stuffed Animals (2 months on)	Stuffed animals stimulate lots of activities: an interest in faces; reaching and grasping; early manipulation of objects; interest in textures. Later, a child may become attached to a stuffed animal and will hug, talk to, and pay more attention to a stuffed animal than other toys.
E.	Rattle/Squeek Toy (2-6 months)	Rattles, squeek toys, bells, and musical toys help children to develop auditory discrimination and locate the source of sounds. Later, these toys can help develop control of reach, grasp, and release. Eventually, the infant will learn to handle, shake, and bang the toys.
F.	Cradle Gym or Exerciser (3-6 months)	String this over the top of the crib. This provides a variety of objects to look at, pull, push, kick at, and grasp.
G.	Balls (3-10 months)	A brightly colored ball with a noise making object inside is the best for young children. A soft, cluth ball is appropriate for younger infants. Later, when the infant has started to roll over and creep, a ball that is small enough to be held on one hand is best. Color and sound add interest.

H.	Stacking Toys (3 months on)	For younger children, string the pieces as a mobile and hang from the side of the crib. You can also hand the pieces to the child for him to explore. Later, they can by used as stacking toys. First the child stacks the pieces, then eventually will stack the pieces on the post.
I.	Board Books (6 months on)	At first books are useful for language development. Point to the pictures, make animal sounds, or tell simple stories with the books. Later, the children enjoy books as an object to manipulate. Be sure books are sturdy or expendable, or both.
J.	Small Blocks (6 months on)	This is one of the most versatile, long lasting toys that you will find. First a child just picks them up and drops them, then bangs them together. Later, the blocks are put into containers and stuffed into places. Eventually they are used for stacking, building, and dramatic play. They also can be used to help in learning about size, shape, color, counting, etc.
K.	Nesting Toys (5 months on)	Nesting toys are objects of the same shape but differnt sizes that can be nested inside one another. While your baby watches, use a cup to cover up a toy he likes, then uncover it and show him where it is. Your baby will soon learn to play this game himself, then will use them as nesting toys.
L.	Pull Toys (8 months on)	When your baby can crawl and walk along furniture, pull toys give a sense of power of objects, and provide extra enjoyment in movement. Look for toys that are stable, sturdy, colorful, or interesting to look at, plus make some noise as it moves. Pull toys that tip over are frustrating.
M.	Activity Box or Cube (6 to 18 months)	An activity box should provide objects that can be manipulated, pushed, poked, or batted at. This kind of toy has a variety of gadgets, such as doors to open, balls to spin, and dials to turn.

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Toddlers and Play - 12 to 24 Months

Objectives:

1. To familiarize parents with the development of children from 12 to 24 months of age.

2. To provide information on the appropriate toys for children 12 to 24 months of age.

3. To provide suggestions on playing with children from 12 to 24 months of age.

Definitions:

1. Social Development is the development of behavior that is related to the interaction with others.

2. Fine Motor Control is the control of the small muscles such as the hands and fingers.

3. Gross Motor Control is the control of large muscles such as the arms and legs.

4. Expressive Language refers to many different methods that a child uses to make his needs known. It includes physical gestures as well as verbal responses. Receptive Language refers to the understanding of concepts and the spoken word.

Fine motor control between 12 and 24 months

A. Children 12 to 24 months of age demonstrate more control when eating.
   -They are able to pick up small pieces of food.
   -They chew and swallow with less spilling from the mouth.
   -They can hold a cup alone.
   -They can dip a spoon into a cup.
B. One year old children are interested in exploring textures with their hands. Playing with sand, water, play dough, and fingerpainting are favorite activites.
C. Children one year old prefer to play with several small objects rather than one solitary object.
D. One year olds are learning the power of release.
   -They can release a ball to roll it back and forth.
   -They love to pick up objects one by one, drop them, and repeat the sequence over and over again.
   -They will hold a container with one hand and release small objects into it with the other hand.
E. Bath interests for one year old children have changed. They now are more interested in playing with the washcloth, soap, and toys rather than splashing in the water.
F. One year olds have a great interest in small objects.
   -They finger buttons on clothing.
   -They are fascinated with small particles they find on floors, tables, or anywhere.
G. A favorite activity of children 12 to 24 months is putting objects in and out of other objects.
H. By 1½ years, fine motor skills are becoming more adept.
   -They can build a tower of 2 to 3 blocks.
   -Grasping and reaching skills are fully developed.
   -They show mature prehension (grasping) by using the fingers and thumb together.
   -They can make imitative strokes with a crayon.
   -They attempt to turn pages of a book.
   -They are now able to hold two objects in one hand.
I. By 1½ years, children are showing signs of feeding themselves.
   -They primitively feed themselves with a spoon.
   -They will place spilled food onto a spoon.
   -They use the free hand to help guide the spoon when needed.
   -They eat chunks of food with the fingers.
   -If a piece of food can't be swallowed, they will remove it from the mouth.
   -They can hold a cup with both hands, spilling little.

Gross motor control between 12 and 24 months

A. Walking is a primary interest of children one year old.
   -At 12 months, they are pulling themselves up to a walking position.
   -At 14 months, they can stand alone.
   -By 15 months, children are walking alone, climbing stair steps, and sitting down.
B. Children one year of age are starting to cooperate with dressing.
   -They will put their arms into the arm holes and extend the legs for pants.
   -They will remove their pants, hats, and especially shoes, as they love to pull on the laces.
C. One year olds exhibit lots of energy.
   -They love simple climbing exercises.
   -They can be involved in 6 different activities in one minute.
D. Children 1 year old enjoy gross motor activities in their cribs or playpens.
   -They pull themselves to standing.
   -They creep and crawl around.
   -They walk around the edges of the crib or playpen.
E. When in a sitting position, one year old children can pivot.
F. By 1½ years, children have discovered a newly found interest in painting.
   -They paint with whole arm movements.
   -Strokes are often in the form of an arc, with few strokes on a page.
   -They often shift the brush from one hand to the other.
   -Usually they are satisfied with only one color. The process of painting is more important to them than the outcome.
G. By 1½ years, children are becoming more interested in the process of dressing.
   -They try to put on their shoes.
   They unzip zippers.
   -On the whole, they are very cooperative about dressing, but are better at taking things off rather than putting them on.
H. At 1½ years, children are now furniture movers, and will move furniture in order to climb onto counters, tables, etc.
I. Children 18 months of age are demonstrating improved walking and running skills.
   -They can walk sideways without crossing their feet.
   -They can walk with one foot on a two inch walking board, with one foot on the board and one foot off.
   -They can walk backwards on occassion.
   -They can push, pull, throw, and carry objects while walking.
   -They run in a clumsy fashion, but still fall down alot.
J. Children 1½ years old show brief bursts of locomtion. such as starting, stopping, starting again, climing, and clamboring.
K. For children 18 months, the locomotor drive is extremely strong. They are constantly running, chasing and wanting to be chased, and devising variations of routine movements.

L. Children 1½ years love to move to music. They love to come up with new ways to dance, and express interest in many different rythms and musical sounds.
M. At 1½ years, children enjoy placing things on their heads, such as baskets, hats, cups, etc. It is a great challenge for them to be able to walk with something on their heads. They also find great humor in putting something silly on their heads.
N. By 1½ years, children are now able to pick up objects from the floor without falling down. At this age, children are able to pick up their toys from the floor and put them away, and will do so readily if you make a game out of it, plus provide positive reinforcement.

Social development between 12 and 24 onnths

A. Children 12 to 24 months of age are becoming interested in the household activities and routines.
-They will help clean up after activities, and want to help with household chores, such as sweeping and cleaning.
-They express interest in where things are kept, and who things belong to.
-They know the daily routine and do not like to have the routine changed or interrupted. If there is to be changes in the daily routine, explain it several times to the child before the change occurs to reduce fears and negative reactions to changes.
B. One year old children are responsive to members of the family and loved ones, and show emotions to loved ones.
-They will indicate the absence of a well known person by saying that person has gone bye-bye.
-They enjoy cuddling, especially with the mother.
-Children will imitate the actions of others as a means of demonstrating social reciprocity.
-While walking, they like to walk holding hands, but on occassion go off and explore on their own.
-They enjoy playing different games with loved ones, such as peek-a-boo and other hiding games, and chasing games.
-They enjoy a special time with the father, usually before bed.
C. Children one year old show a tendancy towards suspicion of strangers. This suspicion fades if the mother shows ease and is comfortable with the stranger.
D. One year olds love an audience. They seem to realize that they are often the center of the household group.
-They will repeat performances if they are laughed at.
-They enjoy applause and cheering on.
-All of this is helping the child to define the differences beteen himself and others.

E. At 1½ years, children prefer to be by themselves, with parents, or with siblings, rather than other children in the same age range.
   -They tend to treat other children as objects rather than people. They try experimental poking, pulling, pushing, and sometimes hitting.
   -They are not yet ready for group play, and prefer solitary play, even in a group setting.
F. Children 1½ years are capable of feeling and expressing primitive kinds of emotions.
   -They exhibit affection, jealousy, sympathy, and anxiety.
   -They also show evidence of a sense of humor.
   -They are responsive to music and rythms, and can show different emotions elicited by music.

Language development between 12 and 24 months

Receptive Lanuuage

A. Children 12 to 24 months are developing an understanding of their world and the people in their worlds.
   -They understand the concept of time by assosciation with everyday events. Ex. "First we eat lunch. After lunch you take a nap. After nap we go outside to play".
   -They understand the concept of ownership. Ex. "This is mommy's, this is daddy's, and this is Jeff's".
   -They are conscience of disapproval from adults, and will try to redirect the adults attention to something positive.
   -They will point to pictures of familiar objects, or will point out familiar objects in strange places. Ex. At a friends house a child may point out a crib or a dog.
B. One year old children may be inhibited by the words "no no".
C. At one year, children are most responsive to adults. They respond appropriately to requests for bodily actions, such as "Can you stand up tall?"
   -They are more responsive to simple phrases rather than compicated explanations.
D. By 1½ years, children understand when situations are terminated with "bye bye" and "thank you".
E. By 18 months, children will touch 3 or more body parts or clothing on demand.

Expressive Lanugage

A. Children 12 to 24 months delight in the new noises and words they can make.
   -New language acquisitions are used repetitively.
   -They will make a game out of repeating words over and over, and using the new words in silly ways.
   -Children will break out into spontaneous humming and singing of syllables.

B. One year old children have a vocabulary of approximately 10 to 50 words.
   -They can name some objects, such as milk, bed, dog.
   -They call parents by mama and dada.
   -They have words for desires, such as want, yes, and no.

C. At one year, children still babble quite a bit, but now use several syllables with intricate intonations.

D. Children 12 to 24 months use speech as a means of securing action from others, usually the mother.
   -They frequently will call mother back when going to sleep.
   -They waken with a communicative call to mother.

E. One year olds use gestures along with words to communicate.
   -They will use gestures to call attention to soiled pants.
   -They will point at things they want.
   -They will grasp adults hands to show them things.

F. One year olds have their own distinct pronunciations. They demonstrate a wide range in tone, pitch, and intensity of voice.

G. At 18 months, children use their own name when addressing themselves, rather than using a pronoun. Eg. "Jeff go bye".

H. Children 18 months are now able to respond to speech by speech; the remark of another person evokes a spoken response.

I. 1½ year old children like to play with speech.
   -They combine two words to make new words.
   -A favorite game is labeling things.
   -They will repeat syllables in many different ways, to give new sounds to the same syllable.

Summary

Children 12 to 24 months are quite different from the new born infant. They have made many significant achievements during their first year of life. One of the biggest achievements made by one year olds is the ability to talk. They communicate through gestures and simple speech, plus are developing an understanding of their world and the people in their worlds.

Another important advancement made by one year old children is the ability to walk. They now have greater mobility and love to explore. Children one year old seem to have endless energy. They spend much time climbing, running, chasing, dancing, and devising new ways to move about.

One year old children are becoming adept at using their hands and fingers. By 18 months, they will be feeding themselves and cooperating with dressing. Favorite activities for this age child are manipulating objects and exploring textures. Their grasping and reaching skills will be fully developed by 18 months.

Children 12 to 24 months are social beings. They show great affection for parents and loved ones, and show interest in household activities and routines. They enjoy playing with family members, but would prefer to play alone rather than play with children in the same age range. One year olds are capable of feeling and expressing emotions, such as affection, jealousy, sympathy, and anxiety. They may go through a stage where they fear strangers, but this fades if the mother seems at ease with the stranger.

It is important to remember that in the second year of life, motor and language development and the acquistion of social skills cannot always be set forth in precise chronological sequence. Every toddler has his or her own timetable. "In all children, at all times, something takes a back seat, Enjoy each stage as it comes".

Toys For One Year Olds

Stacking toys
Toys with knobs that turn
Simple manipulative toys
Jumping jacks
Dolls
Doll carriage
Empty boxes
Tike trike
formboards
Toys to ride on
Large beads to string
Nuts and bolts rod
Floor trains
Cups and spoons
Stuffed animals
Balls
Puzzles with knob handles
Large snap lock beads
Nesting toys
Rocking horse
Books
Housekeeping toys
Cars, truck, boats, and airplanes
Musical instruments
Simple color/shape matching games
crayons, paper, paints
Toy telephone
Large blocks
Large pegboars
Puppets
Dress up clothes
Hammer and pegs
Simple building toys
Felt board and felt pieces
Balloons
Shape sorters
Pull toys
Bean bags
Take apart toys

Outdoor Toys

Wagon
Climbing gym
Toy tent
Slide
Swing
Large balls
Low balance beam
Sit on toys
Large boxes

Sand and Water Toys

Bowls and cups
Spoons, ladles
Sprinking cans
Plastic bottles
Strainers, colanders
Funnels
Boats and cars
Pails and shovels
Sandmills
Sifter
Pie tins, muffin tins
Pitchers
Sponge puppets
Ice cube trays

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Talkative Twos - 24 to 36 Months

Objectives:

1. To familiarize parents with the development of children from 24 to 36 months of age.

2. To provide information on the appropriate toys for children 24 to 36 months of age.

3. To provide suggestions on playing with children from 24 to 36 months of age.

Definitions:

1. Social Development is the development of behavior that is related to the interaction with others.

2. Fine Motor Control is the control of the small muscles such as the hands and fingers.

3. Gross Motor Control is the control of large muscles such as the arms and legs.

4. Expressive Language refers to many different methods that a child uses to make his needs known. It includes physical gestures as well as verbal responses. Receptive Language refers to the understanding of concepts and the spoken word.

I. Fine motor development between 24 and 36 months

A. Two year old children are beginning to use each hand independently of the other hand.

-They can alternate objects from one hand to the other hand with ease.
-They can manipulate objects freely with one hand.

B. At two years, children are able to rotate the forearm. This enables them to turn a doorknob.

C. Two year old children can crudely imitate a circular stroke with a crayon.

D. Between 24 and 36 months, there is an increased interest in fitting one thing into another.

E. Two year olds exhibit an increased enjoyment in taking things apart and putting them back together again.

F. A two year old child can turn single pages in a book.

G. The two year old child takes an active interest in self help skills.
-They are able to wash their own hands.
-By 2½ years, they are able to undress themselves completely.

H. At two years of age, children can build a tower of three blocks. By 2½ years, children can build a tower of five blocks.

I. By 2½ years, children demonstrate improved hand-finger coordination.
-They can now move separate fingers independently.
-They can now copy simple designs with a pencil.

II. Gross motor development between 24 and 36 months

A. Two year old children walk with ease, but walking skills still need further refinement.
-They do not yet walk erect. Knees and elbows are slightly bent, and the shoulders are hunched.
-Arms are held out and backwards for additional stability.

B. Between 24 and 36 months, children run fairly well, but they still lean forward while running to keep their balance.

C. When picking up objects from the floor, two year old children half bend at the waist as well as the knees.
-By 36 months, children can pick up objects from the floor by bending only at the knees.

D. Two year olds can go up and down steps, but they do not yet alternate feet to go up and down the steps.

E. Children 24 to 36 months of age can shift easily from a sitting to standing position, yet further refinement of this skill is needed.
-To get up from sitting, they lean forward, push out the buttocks, then push up the head.

F. Two year old children can kick a large ball.
G. By 2½ years, children are demonstrating increased coordination and improved gross motor skills.
-They can now walk on tip toes.
-They can jump down from chairs.
-They are able to catch and kick medium size balls.
-They are able to jump on one foot easily.

III. Social development between 24 and 36 months

A. Two year old children generally prefer solitary play rather than parallel play.
B. Two year olds are in the pre-cooperative play stage.
-They watch what others are doing but do not participate in activities with others.
C. Children two years old have difficulty sharing. They are just learning the concept of "mine" through holding and hoarding objects. Because of this, they do not want to let others play with things they consider their own.
D. At two years, children are taking an active interest in family members and household routines.
-They enjoy helping around the house and participating in cleaning chores.
-They like to do things for others, such as bringing things to family members and passing things.
E. The two year old child is developing close relationships with the family and shows affection to family members.
-They like to hold adults hands while taking walks and at other times.
-They are particularly close to the mother, and prefer this close relationship with the mother.
-They show great affection to parents and loved ones, especially in the evening before bed.
F. Two year olds may go through a shy period with strangers, especially adults, but after the stranger is accepted, they like to show off for them.
G. Personality traits are developing, and now two year old children are showing signs of fitting into basic human patterns.
H. Jealousy and rivalry may be exhibited as personality develops.
I. Children 24 to 36 months begin simple pretend activities, either alone or with a parent.

IV. Language development between 24 and 36 months

Receptive Language

A. Two year old children suit words to action and action to words. Much of their vocabulary consists of action related words, such as run, sit, stop drink, etc.
B. Two year olds are able to comply with simple requests.
C. Children two years old understand approximately 300 words, which include the majority of those used in everyday life.
D. Two year olds love to hear stories, and will listen to many stories over and over again.
E. At two years, children show an increased interest in language and communication.
F. Most two year old children are able to understand much of concrete situations.
G. Two year old children will watch televsion if there are changing sounds and forms. They will show an interest in programs geared for younger children such as Sesamie Street.
H. By the end of the second year, children should be able to understand the majority of all language that will be used for the rest of their lives in ordinary conversation.

Expressive Language

A. Children two years of age are starting to use sentences.
B. Two year old children like to repeat words and exercise their vocal abilities.
C. At two years, children enjoy naming the possessions of others, and telling to whom the possessions belong to.
D. Vocabularies of two year old children vary greatly in size, from a half dozen to 500 words.
E. Telegraphic speech is charactoristic of two year olds. Telegraphic speech means that children only use words that carry meaning, such as nouns or verbs. They string two or more symbolic words together to make a sentence. Eg. Go car, for let's go in the car.
F. Speech deficiencies, such as the tendancy to stutter or lisp, may become apparent. However, the presence of these does not necessarily indicate a speech problem. Often, this is a frequent developmental pattern and soon passes away.

Summary

Two year old children have made many important achievements in their first years of life. They are able to manipulate objects easily and are becoming adept at self-help skills. A primary interest of two year olds is taking things apart and putting them back together again, along with filling, emptying, poking objects, pushing, and pulling.

The two year old child is able to walk, run, go up and down steps, and kick and throw a ball. By 36 months, children will be jumping and walking on tip toes. Running is a favorite activity for this age.

Two year old children are starting to use sentences, thus increasing their abilities to communicate. Vocabularies may vary in size from a half dozen to 500 words. By 36 months, children are able to understand the majority of all language that will be used for the rest of their lives in ordinary conversation.

Although two year old children enjoy doing things for others and show great affection for parents and loved ones, jealousy and rivalry may be exhibited. Children are just learning the concept of possession, or "mine", thus are unable to share things. In addition, children go through "shy" periods and are exhibiting various fears. Because of these behaviors, two year old children can be demanding and may try your patience at times. Despite of this, two is an exciting and enjoyable age.

It is important to remember that the various stages that occur are normal and important steps in the development of children. It is equally important to remember that all children progress at different rates, and that the skill levels that have been discussed here are general guidelines of skills that are expected of children 24 to 36 months of age.

Toys For Two Year Olds

Stuffed Animals
Balls
Puzzles
Snap lock beads
Nesting toys
Rocking horse
Books
Cars, trucks, airplanes
Housekeeping toys
Playdough
Musical instruments
Color/shape matching games
Parquetry sets
Crayons, paper, paints, and scissors
Toy telephone
Blocks
Large pegboards
Dress up clothes
Puppets
Hammer and pegs
Bubbles
Construction toys
Felt board and felt pieces
Balloons
Shape sorters
Pull toys
Bean bags
Take apart toys
Large stringing beads
Dolls
Toy animals/people
Stacking toys
Simple lacing cards
Toys with knobs that turn
Large size legos
Simple manipulative toys

Outdoor Toys

Wagon
Scooters (sit on and push kind)
Climbing equipment
Toy tent
Slide
Tunnels
Large balls
Low balance beam

Sand and Water Toys

Bowls and cups
Spoons, ladles,
Sprinkling cans
Plastic bottles
Strainers, colanders
Funnels
Measuring cups and spoons
Boats and cars
Pails and shovels
Sandmills
Sifter
Pie tins, muffin tins
Construction toys (road graders, etc.)
Pitchers
Sponge puppets

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THRIVING THREES - 36-48 MONTHS

Objectives:

1. To familiarize parents with the development of children from 36-48 months of age.
2. To provide information on the appropriate toys for children from 36-48 months of age.
3. To provide suggestions on playing with children from 36-48 months of age.

Definitions:

1. Social development is the development of behavior that is related to the interaction with others.
2. Fine motor control is the control of small muscles such as hands and fingers.
3. Gross motor control is the control of the large muscles such as arms and legs.
4. Expressive language refers to many different methods that a child uses to make his needs known. It includes physical gestures as well as verbal responses. Receptive language refers to the understanding of concepts and the spoken word.

I. Social development between 36-48 months.

A. By using the word "we" meaningfully, 3 yr. olds not only enjoy being with others but they also enjoy doing with others.

B. Three year olds replace parallel play (playing next to others) with cooperative play (playing with others).
-"Cooperative" play may range from friendly conversation to aggressive confrontations to friendly cooperative play sessions.
-In cooperative play, activities and groupings of children may change quickly.
-At 3 yrs. of age, 2 children playing together is usually best. This lessens the unexpected difficulties that may interfere with the social exchange.

Note: Although 3 yr. olds enjoy playing with others, isolated play and/or parallel play does still occur.

I. Social development between 36-48 months. Cont'd. page 2.

C. Cooperative play encourages pretend play.
-This helps to develop a sense of needs and feelings.
-Children learn to express themselves to others and understand feelings of others.

D. At 3½ years, play becomes even more cooperative with less squabbles.

E. At 3½ years, children are more interested in each other as individuals than in the activity.

F. At 3½ years, play with others is prolonged and much of the activity combines verbal imagination with real action.

II. Fine motor development between 36-48 months.

A. Three year olds exhibit good eye-hand coordination (eyes and hands working together).

B. Three year olds build skillfully with blocks.
-Towers of 8-10 blocks can be stacked.
-Both horizontal and vertical building is observed.
-At 36 months they begin to imitate by building what they see others make.
-At around 42 months they can copy from a model without observing the construction.
-Between 36-48 months complex structures are often attempted without a model and named only after construction.

C. Building with small construction toys helps to refine dexterity of hands and fingers.
-Three year olds can now manipulate smaller toys such as Legos, Tinker Toys, etc.
-Three year olds will put together and take apart "unnamed" constructions.
-Three year olds will initate from a model they have seen built.
-Three and a half year olds will copy from an already made model.
-Between 36-48 months, children will design their own creations and secondly, will name them.

D. At 3 years, fine motor control allows for stringing small beads or pieces of cereal on yarn and/or lacing cards.
-At 3½ years, stringing patterns of beads may be added to this motor task.

E. Between 36-48 months, hands become more skillful in everyday activities.
-They feed themselves with little spilling.
-They serve themselves at mealtimes.
-They unbutton large buttons.
-They attempt to lace shoes after demonstrations.
-At 3½ years old, pouring from a pitcher can be successful.

F. Three year olds enjoy "writing" with crayons.
-They begin to pick up crayons with thumb to the left and fingers to the right, sometimes awkwardly, but nonetheless, more precise.
-Less scribbling is observed, more meaningful drawing takes over.

II. Fine motor development between 36-48 months. Cont'd. page 3.

-They can copy drawings of circles and imitate other simple designs.
-They begin to imitate some letters and numbers.
-Three year olds can draw the head of a person and one other body part or finish an incomplete drawing of a person by adding 3-4 body parts.
-The 3½ year old may add 5-6 body parts. Hands may be added to arms, feet may be added to legs.

G. Between 36-48 months, the use of other art materials enhances fine motor skills.
-The 3 year olds explores through the repetitious use of various art materials i.e., brush painting and finger painting.
-They tend to "do and undo" their creations, i.e., use of playdough.
-Three year olds begin cutting simple lines, or merely enjoy cutting paper into small pieces.

III. Gross motor development between 36-48 months.

A. Normal walking that is uniform in length width and speed is now observed.
B. Alternating feet are used for stair climbing.
C. Three year olds can jump off of a low step.
D. They balance on one foot for 2-5 seconds.
E. They can throw a ball without falling and catch a large ball with arms stiffly extended.
F. They can correctly pedal a tricycle.
G. Less falling and bumping into objects and walls is observed at 3 yrs. of age.
H. Climbing on and jumping off of play equipment is always enjoyed by 3 yr. olds.
I. Some 3½ yr. olds may seem more uncoordinated. They may stumble and fall more often.
J. They may seem insecure or unable to help themselves and may require some physical support such as in walking up/down stairs.

Note: Small "set-backs" in gross motor skills can be normal at 3½ yrs. of age and does not necessarily indicate a problem.

IV. Language development between 36-48 months.

Receptive language

A. Between 36-48 months children will easily match like pictures.
B. They will demonstrate an understanding of prepositions such as; on, under, over, in and out.
C. They will match colored blocks and begin naming the colors.
D. Three year olds begin to show an awareness of past and present when answering questions.

IV. Language development between 36-48 months. Cont'd. page 4.

E. Between 36-48 months, children will listen to stories for 20 minutes or more and understand the basic story line.

Expressive language

A. Three year olds have a vocabulary of about 1000 words.
B. Three and a half year olds have a vocabulary of about 1200 words.
C. Between 36-48 months children speak in 6 word sentences.
D. Sentences are becoming grammatically correct. Auxiliary verbs such as "could", "be", "can", are being used. Pronoun usage is more appropriate.
E. Three year olds can name big and little objects but 3½ yr. olds use words such as "bigger", "best", "most".
F. Between 36-48 months they can answer questions such as "What cries?", "What sleeps?", "What do we do when we're tired?", etc.
G. Some mispronunciations of words may be apparent such as "dis" for "this", "wite" for "write" and are usually corrected in time. However, if parents are very anxious, they should consult a speech therapist.
H. Between 2½ and 3½, stuttering may occur. This is a normal stage that will stop as long as parents do not bring negative attention to this behavior. Instead, listen and give full attention to what is being said and respond accordingly.
I. Three and a half is an age of increased verbal refusal - "I won't", "I don't want to", "I can't" and decreased physical refusal.
J. Play situations are very verbal at 3 yrs. of age.
-Ownership is still readily expressed, "This is my ball!", but sharing and exchanging of toys begins to be approached verbally. "You have this and I'll have this".
-Imaginative play usually results in elaborate verbal exchanges.
-The child will enjoy explaining the sequence of events in a play situation and/or will instruct his partner to the "exact rules" of the game.

SUMMARY

Children between 36 and 48 months show us many accomplishments in all areas of development. They hvae come a long way from the 2 year old who plays and talks mostly to adults. These children now enjoy playing with other children and begin to form friendships. They are very much in control of their bodies and show this through their great achievements with five motor and gross motor activities. Because they have such an increased vocabulary, their command of our language allows adult like conversations to take place with both children and adults.

Although all children between 36 and 48 months are considered 3 year olds, it is important to realize that there can be some changes half-way through this wonderful year. Three year olds are usually very conforming children. They are eager to please and interact well with others. They have good control of their bodies and have pleasant verbal exchanges with others. At around 42 months of age, the "age of conformity' can show a dramatic shift towards the uncooperative side. 3½ year olds may be very strong-willed and self willed. Their emotional demands and physical capabilities may show inconsistencies.

Nevertheless, three is an exciting age and in spite of the various stages that occur, it is important to remember that these stages do come to an end. It is equally important to remember that all children progress at different rates and that the skill levels that have been discussed here today are general guidelines of skills that are expected of children 36-48 months.

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GENERAL CHARACTERISTICS OF 3 YEAR OLDS

Children can be very different at 36 months of age and at 42 months of age, even though both are considered "three-year-olds". The following list of characteristics, summarized from Chapter 1 in the book Your Three Year Old Friend or Enemy, by Louise Bates Ames and Francis L. Ilg, portrays the way 3 year olds and 3½ year olds may behave.

The Three-Year-Old

1. Three years of age is a very conforming age.
   -These children wish to please others.
   -They are happy and very cooperative.
   -"We" becomes an important new word.
   -"Yes" replaces "No".
   -3 year olds display increased self-control.

2. Physically, the 3 year old has good control of his/her body.

3. 3 year olds experiment with language and display an ever increasing vocabulary.

4. They enjoy being with mother or father for increased periods of time. They enjoy helping around the house and imitating household chores.

After the "terrible two's", the 3 year old child is a pleasant surprise, but within 6 months the 3½ year old emerges and the once conforming child enters a more rebellious age.

The Three-and-a-half Year Old

1. At 3½, your child may become very strong-willed and self-willed.
   -3½ year olds can be very uncooperative, especially with "Mom".
   -They seem to strengthen their wills by going against the simplest of demands.

2. 3½ year olds may seem insecure and show this in several ways.
   -Stuttering may become apparent. (For early talkers stuttering may occur earlier). This disfluency may last for several weeks to several months and is quite normal.
   -He or she may become clumsy or express fear of falling.
   -Tensional outlets may become quite conspicuous, i.e., sucking thumbs, biting nails, picking his nose, chewing on clothes, rubbing genitals or hanging onto security blankets for "dear life".

3. 3½ year olds may be inconsistent in emotional demands.
   -He or she may command those around him or her. "Look at me". "Don't look at me".
   -Emotional extremes may become prominent, being shy one minute, very friendly the next.
   -They may have a "nothing pleases me attitude".

4. Dressing and eating routines may be troublesome at this age.

TOYS FOR THREE YEAR OLDS

Balls
Blocks
Books
Puzzles
Pegboards
Bead stringing toys
Lacing cards
Dress up clothes
Dolls with clothes
Cars, trucks, airplanes, etc.
Housekeeping toys
Musical instruments
Puppets
Bean bags
Records and tapes
Bubbles
Hammer & pegs
Miniature scenery toys, i.e. parking garage, house, cash register, kitchen set
Construction toys
Toy animals, people
Lotto games
Dominoes
Early board games
Color/shape matching cards/games
Counting frame
Parquetry sets
Toy tent
Felt board & felt pieces
Coloring books
Crayons/chalk
Paper, paints, scissors
Playdough

Sand and Water toys

Sprinkling cans
Plastic bottles
Squeeze/Pump bottles
Plastic bowls/spoons
Strainers/colanders
Funnel
Boats & cars
Measuring cups
Plastic tubing
Pails & shovels
Sandmills
Small plastic people/animals

Outdoor toys

Wagon
Tricycle
Tunnels
Swings
Balancing board
Small slide

FABULOUS FOURS

Objectives:

1. To familiarize parents with the development of children between 48 - 60 months.

2. To provide information on appropriate toys for children 48 - 60 months.

3. To provide suggestions for parents on how to provide a stimulating environment for children.

Definitions:

1. Social development is the development of behavior that is related to the interaction with others.

2. Fine motor control is the control of small muscles such as hands and fingers.

3. Gross motor control is the control of the large muscles such as arms and legs.

4. Expressive language refers to many different methods that a child uses to make his needs known. It includes physical gestures as well as verbal responses. Receptive language refers to the understanding of concepts and the spoken word.

I. Social/Emotional Development of 4 year olds.

   A. Friendships are positive and based on shared activities.
      1. Sharing toys and turn taking now takes place.
      2. Social problems are solved by making "deals" with playmates.
      3. Four year olds remember and talk about their friends quite often.
      4. They are very affectionate toward their friends regardless of sex.
   B. They can participate in small group activities and interact with playmates.
      1. Cooperative play (playing with others) takes place quite easily.
         a. Preschoolers most often play in groups of two, however, group size increases with age.
         b. Playing house/cars or other pretend play is the most social type of play engaged in at this age.
      2. Some parallel play (playing next to each other) is observed usually when constructive work (painting, paper & crayon, clay, etc.) is done.
      3. Very little isolated play is observed when others are present.

I. Social/Emotional Development of 4 year olds. Continued page 2.

C. Imaginary friends may still exist until 4 or 5 years of age.
   1. With an imaginary friend, many types of situations can be worked out or shared. (Happy, sad, or frightening).
   2. Imaginary friends can help fantasies come true or aggressive feelings to come out.
   3. Because it is sometimes difficult for 4 year olds to separate real from make-believe, it is best to go along with the new family member.

D. Four year olds tend to lie, use profanities and exaggerate to express themselves. At times they seem violent, but it is only their expressions that are violent.
   1. The best way to deal with profanities is to ignore or change the subject.
   2. Deal with exaggeration by exagerrating yourself or adding silly language of your own. Four year olds love this silliness.
   3. Punishment for lying before 5 years of age is not appropriate because these children do not fully understand the difference between truth and lying.

E. Although four year olds tend to go out of bounds either physically or verbally, they do understand limits and will respect them.
   1. Make sure "rules" are simple and consequences are understood.
   2. Set limits "before the fact".
   3. Be consistent in setting limits and dealing with consequences.

F. At four, praise and compliments can work wonders. No amount of praise seem too much for a four year old child.

G. At four, in spite of their sometimes over-exhuberant behavior, these children are able to recognize the feelings of others. They also enjoy telling about their own feelings.

II. Fine motor development of four year old children.

A. Many four year olds are capable of sitting down for short periods of time for paper/pencil type activities.
   1. They enjoy drawing things and coloring in coloring books.
      a. They can copy a cross and a square from another sample.
      b. They can draw a recognizable person with 2-4 body parts.
      c. At 4, they can add 5 body parts to an "Incomplete Man". At 4½, 7 body parts are usually added. Sometimes a belly button is even added.
      d. Between 4 and 5, they can draw a simple house with a door, roof and window.
      e. Coloring books are used for coloring as well as tracing over the line drawing.
      f. Most will trace over a line drawing of a star, at the least.
      g. They can trace around objects to create pictures and use simple stencils of objects.
   2. Some fours are now interested in printing letters and numbers.

II. Fine motor development of four year old children. Continued page 3.

a. At least the first letter of his/her name is attempted. Sometimes the entire first name is written in large capital letters.
b. Spontaneous scribbling may be identified as "writing".

B. Four year olds continue to be interested in block play.
1. They can build a tower of at least 10 inch cubes.
2. They can create large structures and name them.
3. Animals, people, cars and other accessories are added to block play to make it more realistic.

C. Finer finger dexterity at this age allows for smaller constructive toys that are used to create structures similar to these in block play.

D. Most fours like puzzles that have 8-12 pieces or more, usually simple interlocking puzzles.

E. They enjoy domimoes, simple card games, and simple board games.

F. Most fours can follow directions in supervised art activities as well as independently play with various art materials.
1. Scissors use is more effective. They can cut on the lines, cut out simple pictures and paste them onto paper.
2. Clay and playdough activities are more refined. Some simple structures or everyday items are made and labeled, but may not always be recognizable.
3. Painting with brush, fingerpainting and other related activities are attended to for longer periods of time than 6 months ago.

G. Most four year olds can dress themselves; they can unbutton and button, lace shoes, engage zippers and zip.

H. They can feed and serve themselves. They use forks and child sized knives for simple cutting.

III. Gross motor development of 4 year olds.

A. Four year olds are always on the move! They are very quick in all they do, yet coordinate movements very effectively.

B. They have a good sense of balance.
1. They show this by performing stunts that stimulate the inner ear; swinging, turning in circles, somersaulting.
2. They can walk up and down stairs, a foot to a step.
3. They can stand on one foot for 4-8 seconds.
4. They can hop on one foot.
5. They can jump down from a 2 foot height with both feet together.

C. Some four year olds can learn to use roller skates. Most ride trycycles and some may attempt small bikes with training wheels.

D. Four year olds love to run, gallop, climb, jump or any other activity requiring movement.

F. Their use of complex motor skills allow them to be quite remarkable on jungle gyms or other outdoor equipment.

G. In ball play, most can use their hands for catching small balls. Throwing techniques are more refined.

III. Gross motor development of 4 year olds. Continued page 4.

H. Because many 4 year olds have a high motor drive, they may be difficult to handle if not given ample opportunity to blow off steam.

IV. Language Development - Expressive Language

A. Four year olds have a vocabulary of 1000 - 1500 words.
   1. Speech is 90% intelligible.
   2. They correctly articulate (make correct sounds) M, N, P, W, H and by the time they are 5 should correctly articulate B, D, K, G, F, Y.

B. They use the pronouns he, she, him and her in addition to I, me, mine, you, your it, and this.

C. Negatives now include can't, don't, won't instead of just no and not.

D. Types of question forms include simple questions beginning with "Is the coat red?", "Is the ball big?".

E. Fours tend to overgeneralize past tense verbs "I walkeded" instead of "I walked". "Daddy catched me" instead of "Daddy caught me".

F. They begin to use the words "can, may" with questions.

Note: Children learn proper language usage by listening to others. Sometimes they cannot get thoughts across or cannot say a particular sound. Be patient! Instead of correcting them, wait for them to finish talking or repeat the word correctly in your conversation. (See handout-Speech & Language=Talking).

G. Four year olds usually use the articles "a" and "the".

H. They can have long involved conversations.
   1. They can maintain conversation about the topic.
   2. They can relate experiences.
   3. Good reciprocal language may take place for 20 minutes or more during a play session.
   4. They especially like to talk about things at home/their mother.

I. Fours have fun with language.
   1. They like to whisper and tell secrets.
   2. They enjoy silly language and rhymes.

J. They are very boastful. "My truck is faster". "I have more candy".

K. Four year olds can be very loud!

Receptive Language

A. Fours understand the prepositions around, in back of, in front of, next to.

B. They properly use the pronouns they, their and them.

C. Concepts are stronger and most four year olds understand and use the words little, same, empty, all, short and fat.

D. They properly ask questions beginning with how, why and which.
   1. They truly seek information through questions, "Why does it rain?", "How does the car go?".
   2. They just love for the conversation to continue.
   3. They are trying to resist, "Why do I have to get dressed?".

E. E. Most fours fully understand present, past and future concepts and use them appropriately in language.
   1. Present tense - add "s". "He walks".
   2. Past tense - add "ed". "He walked".
   3. Future tense - add "gonna". "He is gonna walk".

SUMMARY

Four year olds display a great deal of growth in all areas of development. They are now much more cooperative with family and friends. Therefore, shared activities take place more easily and more often. Their command of the language allows for additional sharing - the sharing of thoughts and ideas. Four year olds love to ask questions and answer questions; reciprocal conversations with family and friends now last up to 20 minutes. Because four year olds now have more inner control of themselves, they can sit for longer periods of time with art materials, games, puzzles and other activities that require the use of their refined fine motor skills. Sitting for too long, however, can be disasterous as four year olds also have a high motor drive. They need to be active, they need to use their newly acquired gross motor skills, they need to be on the move!

As delightful as they may be, four year olds may also seem out-of-bounds and out of control at times. It is important to remember that this age child loves to be on the move. They love to be loud and silly, and they sometimes experiment with profanities and lying. Being aware of these characteristics will help you to understand your child at this age.

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TOYS FOR FOUR YEAR OLD'S

Alphabet Cards
Balls
Bean Bag Games
Beginning Board Games
Blocks - larger quantities with variety of shapes sizes & colors
Books
Bubbles with Bubble pipe
Chest of Drawers, niniature
Climbing Toys
Coloring Books
Cooking Equipment for Miniature Stove, etc.
Construction Toys
Craft Materials
Crayons & Markers
Dice
Doctor/Nurse Kits
Dolls with Clothing
Dollhouse and Miniature Doll Toys
Dominoes
Drawing Materials
Dress-up Clothes for Pretend Play
Easel and Other Art Materials
Fingerpaints
Flannel Board
Flashlight
Garden Tools
Housekeeping Toys
Interlocking Puzzles, Simple
Jump Rope
Kites
Lotto Games
Magnets
Miniature Play Scenes with People, Animals, etc.

Musical Instruments
Number Cards
Paint, PaintBrushes
Playdough with Other Materials, i.e. Cookie Cutters, Popsicle Sticks, Toothpicks, Straws, etc.
Punching Bag
Puppets
Record Player
Ring Toss
Roller Skates
Sandbox & Sand Toys
Scissors with Assorted Materials for cutting, collages, etc.
Scrapbook for "Treasures", pictures, etc.
Seesaw, Swings, Slide
Sled
Table & Chairs
Tape Player
Tapes of Songs, Tapes with Storybook
Transportation Toys
Tricycle
Wagon
Water Toys
Workbench with Minature tools

GENERAL CHARACTERISTICS OF FOUR YEAR OLDS

The following list of characteristics is summarized from Chapter One in the book, Your Four Year Old: Wild and Wonderful, by Louise Bates Ames, and Frances L. Ilg.

48 - 54 Months

1. The typical four-year old is usually very sure of himself/herself.

2. They are highly responsive to anything that is new. They ask alot of "why" questions and truly love the conversation they elicit.

3. Their emotions may be quite extreme.
   -They may absolutely love some things and absolutley hate other things.
   -They use the phrases "I like.....", "I don't like.....".

4. They usually display a high drive in all they do and tend to do all things quickly especially in the gross motor area.

5. Their imagination is quite vivid and though processes can change quite quickly and quite often during one episode of play.

6. They often do things one time only and then move on to something else. However, these different activities can still be related.

7. Four-year olds understand and respext boundaries and limits set by adults, but love to go out-of-bounds.
   -He/she may hit, kick or spit for fun.
   -He/she may laugh to hilariously when having fun.
   -Or cry and scream too loudly when sad.

8. They have great interest in bodily elimination, both the products and provess of.
   -They spot every bowel deposit of dogs, cats, birds etc. And strongly express their opinions.
   -When angry, they may use language such as doo-doo, wee-wee or worse.
   -They have great interest in bathrooms different from their own.

9. They like to experiment with profanities, so parents beware!! They will repeat anything and everything.

54 - 60 Months - Transition from four into five.

1. Four and a half year olds may display unpredictable behavior, sometimes wild, sometimes calm.

2. At this age, children are interested in whether or not things are real.

54 - 60 Months. Continued page 2.

3. They are more self-motivated and play isn't as wild as a few months earlier.

4. Four and a half year olds can be very consistent and persistent in their demands, not letting up until needs are met.

5. At this age, they begin to recognize when others show their feelings; they are more aware of authority.

6. They begin to show an awareness of good and bad.

7. They enjoy true life stories especially about mom and dad's childhood.

Note: Because all children are individuals, it is important to remember that they may or may not experience all of the stages listed above or they may experience them on their own timetable.

FUNTASTIC FIVES

Objectives:

1. To familiarize parents with the development of children who are 5 years of age.

2. To provide information on the appropriate toys for children who are 5 years of age.

3. To provide suggestions on playing with children who are 5 years of age.

Definitions:

1. Social development is the development of behavior that is related to the interaction with others.

2. Fine motor control is the control of small muscles such as hands and fingers.

3. Gross motor control is the control of the large muscles such as arms and legs.

4. Expressive language refers to many different methods that a child uses to make his needs known. It includes physical gestures as well as verbal responses. Receptive language refers to the understanding of concepts and the spoken word.

I. Social Emotional/Development of 5 year olds.

   A. Most children at this age have a very positive attitude about almost everything.
      1. They enjoy life in general.
      2. They want to do things right all of the time; they love to please.
      3. They ask permission for simple things.
      4. Their language is positive; "sure", "fine" "I love ____".
   B. At five there is a strong feeling for family.
      1. They adore their parents and feel that they are ultimate authorities.
      2. Mother is the center of their world; fives want to be near her always.
      3. Five year olds love to help out around the house and imitate adult (especially parental) activities.
      4. They play reasonably well with siblings, but still interact best with children outside the family.
   C. Five year olds live in the here and now.
      1. They are not overly enthusiastic about new/ strange things/places.

I. Social Emotional/Development of 5 year olds. Continued page 2.

2. They prefer to stay within boundaries, therefore, parents can expect fewer confrontations.
3. They involve themselves in activities that they are sure of in order to have success and build self confidence.
4. They prefer their own homes, yards, toys, ect.

D. Five year olds are usually quite secure.
1. They resist others to a lesser degree.
2. They are not worriers about the past or future. Although they understand the differences in time.

E. Five year olds love to play and play well.
1. They get along best with children their own age.
2. They often get along best with 2 playmates instead of three. However, they are very capable of playing well with small groups of 3-5 children.

F. Five year olds love to learn.
1. They practice their abilities over and over.
2. They are very enthusiastic about kindergarten, their "new" teacher is well respected and liked.
3. Fives love to be talked to, read to.
4. They continue to take part in imaginative play but especially like the "real thing".

Note: As five year olds approach their sixth birthday some social/emotional changes may take place, sometimes as early as 6 months before the next birthday.

G. Five and a half year olds may show a readiness to disobey.
1. They may seem combative and often go against what is expected of them.
2. They become very much interested in themselves and may seem to defy all that parents (especially mom) do.
3. Not having courage to defy, they may daudle (which is just another way of defiant behavior).
4. Their behavior may swing from one extreme to another (very shy/very bold, very affectionate/ very antagonistic).

F. Five and a half year olds may display other changes in behavior/everyday living.
1. They may seem tense much of the time.
2. Temper tantrums may occur similar to their younger days.
3. It may be difficult for them to conclude explosions or sulks.
4. It may be difficult for them to sit still for long periods.
5. They may have increased physical problems; headaches, stomaches, toileting accidents, loose teeth.

Note: It is important to remember that five can be wonderful for all and five and a half can be demanding and difficult for both parents and child. Knowing that certain behaviors are "normal", parents need to be calm and patient during the "trying

I. Social Emotional/Development of 5 year olds. Continued page 3.

times". The break-up of good times usually comes before the child reaches the next, more mature stage.

II. Fine motor/adaptive development of 5 year olds.

A. At five years of age, use of small muscles is quite mature and refined.
   1. Five year olds enjoy kindergarten activities; writing, drawing, cutting, pasting, tracing, etc.
      a. They may draw a man with a separate head and body, legs with feet, arms with hands and even some clothes.
      b. Most 5 year olds can print their first name, the first initial of their last name, many other letters and 2-5 numbers.
      c. At 5 and a half they may also be printing their last name and more numbers and letters. (Letter/number reversal is common at this age).

B. Five year olds enjoy problem-solving situations involving spacial relationships.
   1. They can complete simple jigsaw puzzles.
   2. They can follow simple directions for assembling more sophisticated construction toys, i.e., Legos, parquetry blocks.
   3. They can follow designs and complete simple sewing cards, carpentry kits, science oriented toys (magnets, etc.). Five year olds love to make things.

C. Five year olds continue to enjoy block play.
   1. They can imitate more sophisticated designs such as a set of 3 steps made from six cubes.
   2. They enjoy using accessories with blocks such as "little people", vehicles, signs, etc.
   3. Boys tend to build roads and bridges.
   4. Girls tend to build houses or "places" for their dolls.
   5. Both boys and girls enjoy playing house with blocks and accessories.

D. Five year olds have refined fine motor skills for self-help activities.
   1. They can usually lace shoes and fasten buttons and snaps.
   2. They can feed/serve themselves at the table and can use a knife for simple cutting when supervised.

E. Right/left hand preference is usually well established by 5 but this is not always the case.

III. Gross motor development of five year olds.

A. Five year olds display good physical control of their bodies.
   1. They can walk straight lines.
   2. They can skip alternating feet and walk up and down stairs alternating feet.
   3. Most "fives" can stand on one foot.
   4. They can throw and catch balls more skillfully than they did at four.
   5. They show increased muscle strength as they climb and hang from, outdoor play equipment.

III. Gross motor development of five year olds. Continued page 4.

B. The physical control of their bodies enables them to become skilled with outdoor toys.
   1. Most fives can ride bikes with and sometimes without training wheels.
   2. Many fives enjoy roller skates/ice skates.
   3. Some fives begin to jump rope; others begin to perform gymnastics on outdoor equipment.

Note: Although five year olds display good control of their bodies, at five and a half it may be difficult for them to sit still or maintain this "good" control.

IV. Language development of five year olds.

Expressive Language

A. Most five year olds have an expressive vocabulary of 2200 words.
   1. They love to talk and sometimes have difficulty keeping quiet.
   2. Most words are articulated correctly. (Infantile articulation is usually over).

B. Five year olds speak in 7-10 word sentences using a wide variety of word types.
   1. Pronoun usage now includes they, them, us, we, our, and their.
   2. They use negatives such as isn't, nothing and nobody.
   3. Question forms include; Is he ___?, Can he ___?, Do you ___?, and Will you ___?
      a. Question are used to obtain information and not just to talk.
   4. They usually use correct tenses; present tense, add "s", past tense add "ed".
   5. They easily use conjunctions and, or, but, because.

C. Five year olds are verbally able to problem solve.
   1. They enjoy storytelling and can describe procedures using the words first, next, last, while, before and after for both instances. They continue to enjoy children's magazines.
   2. They can argue their thoughts and give explanations.
   3. They can answer questions succintly and to the point.
   4. Much verbal problem solving occurs during imaginative play.

Receptive Language/Thought Processes

D. Language is extremely meaningful to five year olds.
   1. They understand and properly use various word types.
      a. Prepositions - beside, between, behind
      b. Pronouns - us, our, we
      c. Negatives - isn't, won't, doesn't
      d. Verb tenses - future tense (will)
   2. They like new words and often ask "What does ___ spell?"

E. Five year olds mentally problem solve and make their own generalizations, sometimes based on "inadequate evidence".

(Examples)1. They see a picture of an old woman, they know

old people die, they want to know if she's dead.
2. Two grandfathers die before their spouses. They may wonder if "Daddy" will die first.
3. Two brown dogs are female, two black ones are male. They may think that all brown dogs are "girls", all black dogs are "boys".

F. Five year olds still have some difficulty distinguishing between fantasy and reality.
1. "It happened by magic" is usually an acceptable answer to unknown situations.
2. They may believe that God and/or Santa are real people living in real houses.

G. Five year olds are beginning to understand the concept of death.
1. Some recognize the finality of death, others may believe death is reversible.
2. Most five understand that death immobilizes.
3. Generally, interest in death (outside immediate family members) is very matter-of-fact at this age.

H. Five year olds understand categorization concepts and can identify what doesn't belong from a group of pictures/objects.

I. Five year olds understand many number and letter concepts.
1. Most "fives" recognize letters and can identify some beginning sounds.
2. Some identify simple words on signs; others are reading simple words in pre-primers.
3. Most fives can write at least their first names and the first letter of their last name.
4. Most fives can count by ones, usually past thirteen objects.
5. Some five year olds enjoy oral figuring and can add within 5. At 5½, some can also subtract within 5.
6. Many five year olds are interested in the calendar and clocks.
   a. Many can tell what day it is.
   b. Most cannot tell time correctly but recognize the bedtime hour, T.V. time, etc.
7. Most fives can discriminate between coins, but can only name the penny.
8. Most fives enjoy simple counting board games and or flash cards.

Note: Many reversals and omissions of letters and numbers is still very common.

SUMMARY

Five year olds are generally very happy individuals. They are secure and get along well with family and friends. Because they attempt only what they are sure of, they have fewer failures and therefore, continually are building their self-confidences. They have good control of their bodies, both in running and jumping and in more refined areas such as writing, drawing, cutting and construction with manipulative toys. Using a vocabulary of 2200 words, they are good conversationalists. With a good understanding of their language, they can problem solve and generalize their thinking.

Although 5½ usually marks a more combative, egocentric time for these children, understanding parents need to remember that this stage is a normal approach to the more mature age of six.

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CHARACTERISTICS OF FIVE YEAR OLDS

The following list of characteristics is summarized from chapter one in the book Your Five Year Old, Sunny and Serene, by Louise Bates Ames and Francis L. Ilg.

Although there is a known pattern to the development of behavior, all children do not follow an exact timetable or display each and every behavior. The following information describes some typical characteristics of 5 year olds and the differences that can occur as their 6th birthday approaches.

Five Year Olds

1. Most children at this age have a very positive attitude about almost everything.
   -They enjoy life in general.
   -They want to do things right all the time and ask permission for simple things.
   -Their language is even positive; "sure", "fine", "I love_____".
2. At five there is a strong feeling for family.
   -They adore their parents and feel they are ultimate authorities.
   -Mother is the center of their world; "fives" want to be near her always.
   -This age wants to and enjoys working around the house.
3. Most five year olds live in the "here and now" and are not overly enthusiastic about the "new and strange".
   -They prefer to stay within boundaries.
   -They involve themselves in activities they are sure of in order to have success and build self-confidence.
4. This age child is usually quite secure.
   -They resist others to a lesser degree.
   -Most fives are not worriers about the past or future; they like life the way it is.
5. Five year olds love imitating "grown-up behavior" and often express "I can do _____ because I'm five".
6. Five year olds love to learn. They practice new abilities over and over, i.e. writing his name, letters, numbers, etc.

Five-and-a-half to six

1. The child of this age may show a readiness to disobey; quite the extreme of 6 months ago.
   -He/she may often go against what is asked or expected.
   -"No, I won't!" becomes part of their vocabulary.
   -Not always having the courage to defy, they may dawdle.
2. Behavior of five and a half year olds may swing from extremely shy to extremely bold, very affectionate to very antagonistic.

3. Emotionally the five and a half year old may seem tense much of the time.
   -It may be difficult for them to conclude an expression or sulk.
   -Temper tantrums may occur once again.
4. Physically, this age child may show some signs of "breakup".
   -They may complain of many headaches and stomaches.
   -Toileting accidents may occur when overexcited.
   -Baby teeth may loosen and some may actually fall out.
   -It may be difficult for five and a half year olds to sit still for long periods.
5. Many five and a half year olds often reverse numbers or letters.
6. At this age, most children will know when they don't have the right answer or are confused, they just don't know how to approach the solution.

As you can see five can be a wonderful age for all and five-and-a-half can be a demanding and difficult age for both child and parent. Knowing that certain behaviors are "normal" parents need to be calm and patient during "trying times". This break-up of the good times usually comes before your child can reach a more mature stage.

Body Types and Personality - Dealing With Your Child

The following chart describes three typical body types of children and the personality traits that can be associated with each of these types. Although your child will probably display characteristics from 2 or 3 of the categories, he/she will usually show a stronger tendency toward one body type.

This information is intended to help you better understand your child. Knowing that certain personality traits are common among other children, it may be easier for you to deal with difficult situations in your daily parenting routine.

	PHYSICAL APPEARANCE	EATING HABITS	SLEEPING HABITS	REACTION TO PEOPLE	EMOTIONS	DIFFICULT SITUATIONS
ENDOMORPH	Round/soft body. Arms and legs short compared to trunk. Hands/feet small and plump. Fingers are short.	Loves food Will eat almost anything. Mealtime seldom a problem.	Loves to sleep Enjoys naps and night sleep. Usually no sleep problems.	Loves company Doesn't like being alone. Usually very warm and friendly to others.	Expresses emotions freely. May cry loudly when upset but gets over it quickly. easily comforted with hugs and kisses	Typically jolly and friendly, doesn't pose any great difficulties. May not be as driving or competive as others.
MESOMORPH	Hard/square body. Extremities are large. Hands/wrist are large.	A little less enthusiastic about food than the endomorph. Tends to have a big appetite. Not likely to have problems at mealtime.	Good sleeper. Sleeps quickly but may move around alot. May need less sleep than others. Wakes early. Cheerful when first getting up.	Likes people. Plenty of friends. Natural leader. Prefers that people adapt to him.	Loves to compete, dominate or command. Not overly sensitive to the feelings of others. Likes to lead. May take anger out on others.	Constantly active Into everything. Usually loud and noisy. (Needs tireless parents)
ECTOMORPH	Body is linear, fragile, delicate. Extrenities are long. Hands/feet are slender.	Small appetite. Certain colors, textures, types of food may "turn off" the ectomorph. May prefer 5 or 6 snacks instead of 3 meals.	Hard to get to sleep. Hard to wake up and get going. Needs a great deal of sleep. Sleeps lightly; dreams alot.	Likes and needs privacy. Enjoys being alone. May avoid being too involved with others. Sometimes uncomfortable or anxious in social situations.	Some difficulty expressing emotions. May "suffer" without tears. Difficult to comfort. Hard to accept physical contact. Difficult to take turns.	As a baby, may have had probless with colic. Sleeping problems May have allergies. Oversensitive. Social shyness. Needs a lot of emotional support.

WHAT PARENTS CAN DO:

ENDOMORPH

-Enjoy your easy going child
-Don't push too hard
-Accept your child for what he/she is

MESOMORPH

-Provide many outlets for your child's boundless energy
-Supervise activities but don't "see" everything
(you'll go crazy "seeing" everything)
-Praise the good "things" OFTEN
-Protect property and child from physical harm (childproof
home, even for older children)
-Use a babysitter when you need to get away

ECTOMORPH

-Offer a great deal of emotional support even for small problems
-Let your child know you like and appreciate him/her
-Don't push athletic activities/social situations
-Allow privacy
-Help him/her express emotions; use yourself as a model-
express your emotions

DISCIPLINE

Objectives:

1. To familiarize parents and caregivers with effective forms of discipline.

2. To provide suggestions for handling common behavior problems.

3. To provide additional resources materials dealing with the subject of discipline for various age groups.

Definitions

1. Discipline is the training that molds character and orderly thoughts and actions. Discipline is a teaching tool not a punishment. It teaches appropriate behavior and changes unwanted behavior.

2. Active listening is a technique for helping a child clarify his feelings in order to solve problems.

3. Positive reinforcement is the technique used to increase the frequency of desired behavior.

4. Praise is a technique that expresses "I like what you did". praise makes another person feel happy and respected.

5. Extinction is a technique to reduce or eliminate unacceptable behavior. Extinction is also known as ignoring-paying no attention to the behavior.

6. Substitution is the technique of replacing an inappropriate activity with an acceptable form of that activity.

7. Modification of the environment is the technique which involves altering the environment to encourage or discourage certain behaviors.

8. A consequence is a technique used with unacceptable behavior. It gives the child responsibility for the results of his actions.

9. Time-out is a techinique used to interrupt unacceptable behavior by removing the child from the situation.

I. Why We Discipline.

   A. Studies show that clear rules and standards offered with love create well-adjusted achieving individuals.
   B. Discipline helps children to grow into warm trusting adults who relate well to others.
   C. Children and adults who "play by the rules" are welcomed into the "world" by society.
   D. Discipline encourages self-discipline which maximizes productivity, contentment and originality.

II. How Parents Discipline Their Children. Page 2.

A. Authoritarian parents represent the strictest end of the discipline spectrum.
   1. They have and demand total control of their children.
   2. Their children must do "this or that" or else.
   3. They expect their children to be little adults always.
   4. Many spank their children for being"bad".
   5. They expect their children to "toe the line" always; they keep their children in check.

B. Permissive Parents Represent the Opposite Extreme of the Discipline Spectrum.
   1. Usually they give their children total freedom.
   2. They bring up their children with very few do's and don'ts.
   3. They offer very little instruction in morals and manners.
   4. Their children can freely express themselves, sometimes shocking their parents.

C. Authoritative Parents Have a "middle of the road" stand on Discipline.
   1. They expect certain things from parents; they exert authority when needed.
   2. They gear their expectations to their child's abilities and capabilities.
   3. They set simple clear rules and limits for all in the house.
   4. They give reasons for rules.
   5. They lose their temper at times but usually discipline with reason and some discussion.
   6. They are "tough" and "easy"

III. Qualities of an effective disciplinarian.

A. Effective Disciplinarians Keep an Open Mind.
   1. They are approachable.
   2. They listen.
   3. They consider another person's suggestions, needs, criticisms, etc. before making a decision.
   4. They are honest; they admit mistakes.

B. Effective Disciplinarians Keep an Even Emotional Temperature.
   1. They try never to discipline in anger.
   2. They don't wait to reach the boiling point before disciplining.
      a. They discipline before they get angry if possible.
      b. They wait until they cool down (the "count to ten" method) so they can think clearly.

C. Effective Disciplinarians are Consistent.
   1. They consistently enforce and reinforce certain behaviors.
   2. They do not "change the rules" in the middle of the game.

III. Qualities of an Effective Disciplinarian. Continued page 3.

C. Effective Disciplinarians are Consistent.
   3. They do not have different standards that change from place to place, or from time to time, i.e., temper tantrums are ignored at home but are given a lot of attention in the grocery store, church, etc. so that parents won't be embarrassed.

D. Effective Disciplinarians Balance Tenderness and Firmness.
   1. They are not afraid to be firm and tender.
   2. They can blend tenderness and firmness into one approach.

IV. Least Effective Types of Discipline.

A. Yelling and Scolding.
   1. Children may stop for a minute, but soon learn to ignore and wait out the yelling.
   2. They will learn to yell and scream either at parents or others.
   3. Yelling arouses negative feelings; doesn't teach positive.
   4. Yelling humiliates and embarrasses.

B. Spanking.
   1. Severe spanking hurt. They are done in anger. The angrier you are the harder you hit.
   2. If you just give a "pat on the butt", the child knows you're not serious. Inappropriate behavior will continue.
   3. Spankings are not logical consequences of the child's actions.
   4. It is not feasible to use spankings with all age groups. If you spank your 3 year old and not your 14 year old you are probably taking unfair advantage of your size.
   5. Spanking demeans the child. It may imply that he is not worthy of your respect.
   6. Spanking demeans the parent. It implies there is no other means of communicating.
   7. Spanking gives the child a model for violence as one way of solving problems.
   8. Spanking usually makes the parent feel guilty and will probably not be used consistently. The child will be confussed.
   9. Spanking upsets the child because it is humiliating and because it may imply that you love him less.

V. Effective Types of Discipline.
(The following pages outline eight types of effective discipline techniques as summarized from the books Without Spanking or Spoiling; A Practical Approach to Toddler and Preschool Guidance by Elizabeth Crary.)

SIBLING RIVALRY

Objectives:

1. To provide parents with information about the causes of sibling rivalry.

2. To provide parents with suggestions for enhancing sibling relationships.

3. To provide parents with forms of discipline to use when sibling fighting occurs.

4. To provide parents with a list of additional resources related to the topic of sibling rivalry.

I. Introduction
   - A. Some facts about sibling rivalry.
     1. Sibling rival dates back to the beginning of the human race. Cain the firstborn killed his brother Abel.
     2. Sibling rivalry is very normal and can be intense.
     3. Siblings may fight alot but they do not fight all the time.
     4. Brothers and sisters do not naturally love one another.
     5. Children in other families fight, too.
     6. Siblings one or two years apart in age, experience more intense relationships.
     7. Having only one child does avoid sibling rivalry, but the child still needs to learn to deal with other children.
   - B. Some myths about sibling rivalry.
     1. Children would not fight if they were treated equally.
     2. Siblings can be taught to share from the very beginning.
     3. The oldest child should take the responsibility to help parents raise siblings.
     4. Getting involved in the fight makes it worse.

II. Stages of Sibling Rivalry
   - A. "Mights Equals Right" (Preschoolers)
     1. Each child wants all of everything.
     2. "Mine" refers to everything.
     3. Sharing is difficult.
     4. Fighting is intense.
   - B. "You Scratch My Back and I'll Scratch Yours" (Early School Years)
     1. Truces are formed, negotiations begin.
     2. They do so to get what they want not because it's morally right.
     3. Intensity of fighting lessens.
   - C. "It's not Fair, You're Cheating" (Later grade School Years)
     1. Rules and penalties are made up.

II. Stages of Sibling Rivalry. Continued page 2.

2. Fighting still exists but consequences are taken for better or worse.

D. "As Brothers and Sisters Go, You're Not So Bad" (High School or college years)
1. Genuine respect for each other begins.
2. This respect isn't openly admitted.

Note: The above material can be used in many ways.
1) Presented as suggested-an introduction to the remaining material.
2) Presented as-discussion material with audience feedback.
3) Presented as a worksheet with the audience writing "fact" or "myth" next to each statement.

III. Why do Brothers and Sisters Fight With One Another?
A. The basic cause of sibling rivalry is the deep need for parents love, approval and attention.
1. Siblings want their brother/sister to be the "bad guy" so they can have undivided love and attention of parents.
2. Children feel that their parents love the "other" the best, whether this is the case or not. These feelings also occur when:
a. Children in the same family are labelled by parents as being the "trouble-maker" as the "good one".
b. Children are treated exactly the same even though they are not.
c. Children are compared to brothers and sisters.

B. Siblings fight because they have different temperaments and personalities often associated with family position.
1. First born children are usually strong-willed and want to be leaders.
a. They are achievement oriented.
b. They set high standards for themselves and others, especially brothers and sisters.
c. They want to be in control, especially of younger siblings.
d. They have a high sense of responsibility.
e. They are rigid about beliefs and principles.
2. Second born or middle children are usually less driven toward accomplishment than older siblings.
a. They are more flexible and easy going.
b. They expect help from others.
c. They are usually less competitive.
d. They compete in sneaky ways; they can be con-man.
e. They are more adaptable to change.
3. Third born or youngest children are more accepting of dominance.
a. They may feel inadequate or inferior.

III. Why do Brothers and Sisters Fight With One Another?
Continued page 3.

b. They may be passive/submissive.
c. They are usually followers.
d. They go along with others-they are used to a crowd.

C. Siblings fight because they are of different ages, different levels of development, and different sexes.
1. One or both may be to young to share, take turns, etc.
2. They have different ideas about toys, play, responsibilities, etc.

D. Some siblings fight because it fills their time.
1. They enjoy it; yelling and screaming is fun.
2. They're in that kind of mood.
3. They are at a normal combative stage of development.

IV. How Parents Can Enhance Sibling Relationships.
A. Expect your children to be different.
1. Enjoy and accentuate the positive differences.
2. Treat them separately according to their needs-don't try to be fair.
3. Don't compare siblings.

B. Try not to be too demanding or too stern with the oldest child.
C. Try not to let the middle child get lost in the shuffle.
D. Allow the youngest child to have some "older" responsibilities which would encourage more mature behavior.
E. Encourage your children to excel in different areas.
F. Encourage communication between all family members.
1. Allow children to talk about the difficulties they have with each other.
2. Ask older children to make a list of things they like about their brothers/sisters.

G. Praise and/or reward cooperative behavior among siblings.
H. Spend quality time alone each day with each child, even if it's only 10 minutes a day.
I. Allow each child to have his/her own special space-a room, a corner of a room, a drawer.
J. With young children, supervision by an adult can ward off fights before they begin.

V. Effective Forms of Discipline to Use When The Inevitable Sibling Fighting Occurs. (Adapted from Raising Siblings by Andrew and Carole Calladine)
A. Remove fought over objects for a reasonable amount of time. Do so calmly and suggest that each child finds something else to do.
B. When there is trouble, set a timer and separate siblings during this calming period.
C. If problems arise about turns, have siblings pick a number and the closest to a chosen number gets the first turn.
D. Try very hard to ignore and stay out of sibling power plays for attention; isolate yourself if necessary.
E. If quarreling starts to get out of control, isolate the

V. Effective forms of discipline to use when the inevitable sibling fighting occurs-(adapted from Raising Siblings by Andrew and Carole Calladine). Continued page 4.

F. When physical fights occur, separate and isolate the children.
G. Change the activity that is causing a sibling dispute.
H. Take away relevant privileges from siblings who break already discussed rules.

SUMMARY

Sibling rivalry is very normal and your children aren't the only ones who fight! The more you know about your child's personality and his/her stages of development, the easier it will be to understand that this fighting behavior is not unusual.

Although you may feel guilty about sibling rivalry, you can not make your children like each other. However, by understanding your children's individual needs and by not always being fair, you can enhance sibling relationships. The rest is up to them as they progress through the various stages of normal sibling rivalry. Things do get better as time goes by. Hang in there!!!!

RESOURCES -- SIBLING RIVALRY

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FAMILY POSITION AND SIBLING RELATIONSHIPS

Intersibling behavior is difficult to predict but experts who have studied families have observed many behavior characteristics common to first, second and third born children. The following information summarized from He Hit Me First by Louise Bates Ames, describes what might be expected of first, second and third born children in their relationships with each other.

First Child

- -May be bossy or domineering with younger siblings
- -Has strong feelings about right and wrong and younger siblings should act; has very high standards for them
- -Doesn't like younger siblings to get away with anything
- -Likes to entertain and protect younger siblings

Second or Middle Child

- -Tends to be more relaxed in relations with siblings
- -May compete with or try to equal the older sibling in accomplishments.
- -Often accepts his second place
- -May use harassment of older sibling to get what he wants
- -May look to the older sibling for support and protection
- -Fusses and complains but generally takes life easier

Third or Youngest Child

- -Learns that the best method of getting his own way is by doing what others expect
- -May give in or run to adults if he doesn't get his way
- -Usually very easy to get along with, goes along with others
- -May be described as a passive or submissive, especially with older children

Suggestions for Parents Regarding First, Second and Third Children

For Oldests

- -Don't be too stern or demanding
- -Don't always expect perfection
- -Don't always expect him to be a role model for younger siblings
- -Do help him to relax and take life easier
- -Do baby him now and then

For Middles

- -Don't lose him in the shuffle
- -Don't allow him to always adapt to the needs of others
- -Do occasionally single him out for attention
- -Do allow him to be himself

For Youngests

-Don't let older siblings mistreat him
-Don't always baby him
-Do discourage teasing by older siblings
-Do discourage his control of others by tattling or complaining
-Do encourage mature behavior
-Do give some responsibilities to the youngest

ENHANCING SIBLING RELATIONSHIPS

Try not to:

1. Encourage your children to compete against one another.
2. Punish both children when one is at fault; one will be the "winner".
3. Tell your children to set examples for the others.
4. Make one child apologize to the other. He may only be sorry he was caught.
5. Put an older sibling in charge of a younger one unless absolutely necessary.
6. Compare your children.
7. Expect your children to be alike.
8. Treat your children alike.
9. Tell your older children that you expect more because they're older.
10. Settle sibling arguements.
11. Shout, call names or nag. They quickly learn this behavior.

Try to:

1. Accept the fact that your children are not alike; enjoy the positive differences.
2. Treat your children separately according to their needs.
3. Encourage your children to excel in different areas, if possible.
4. Praise and reward cooperative behavior between your children; reinforce thoughtful and kind behaviors.
5. Spend quality time with each child each day even if it is only 10 minutes.
6. Encourage communication between all family members; allow your children to talk about difficulties with siblings.
7. Give each child his own special space-a room, a corner of a room, a drawer, etc.
8. Remember that sibling rivalry is very normal and cannot be avoided. As children mature, they do learn to get along better, but the road can be very long.

RESOURCES

Sensitive Parenting by Katharine C. Kersey

He Hit Me First by Louise Bates Ames

Effective Forms Of Discipline To Use When The Inevitable Sibling Fighting Occurs

(Adapted from Raising Siblings by Andrew and Carole Calladine).

1. Remove fought over objects for a reasonable amount of time. Do so calmly and suggest that each child finds something else to do.
2. When there is trouble, set a timer and separate siblings during this calming period.
3. If problems arise about turns, have siblings pick a number and the closest to a chosen number gets the first turn.
4. Try very hard to ignore and stay out of sibling power plays for attention; isolate yourself if necessary.
5. If quarreling starts to get out of control, isolate the children until they can play together.
6. When physical fights occur, separate and isolate the children.
7. Change the activity that is causing a sibling dispute.
8. Take away relevant privileges from siblings who break already discussed rules.

READING

Objectives:

1. To provide information on the importance of and value of reading aloud to children.

2. To provide information on how to read aloud effectively.

3. To provide information of the different stages of reading to children.

4. To provide information on choosing books for children.

I. The Importance of and Value of Reading to Chidren
   - A. Children's literature reflects the values of our society, and enstills those values into children.
   - B. Reading aloud provides for shared experiences. Reading books together can become a treasured part of family life, and creates a bond in a group of children.
   - C. Being read to promotes children's desire to read independently.
   - D. Many children understand and retain material better if they hear it with their ears, rather than see it with their eyes.
   - E. Reading aloud to children significantly broadens interests and tastes.
   - F. Exposing children to good litereature, present for enjoyment increase chances of reading for pleasure throughout life.
   - G. Through books, children can explore fears, feelings, and the unknown.
   - H. Books help children to build a concept of society, and roles in society.
   - I. Books can help shape and sharpen children's concepts of people, families, and relationships.
   - J. Books can contribute to the development of self awareness and a positive self concept.
   - K. Through books, children can dream, learn, laugh, fantasize, and enjoy the familiar.
   - L. Books provide enjoyment to children.

II. How To Read Aloud Effectively

Reading aloud is a performance: The reader must be aware of audience reaction and most create a mood that allows the listener to respond to the story. This enter action between reader and listener is a key to success. The following points can help ensure positive reading experiences.

   - A. Read in a quiet area free of distractions.
   - B. The reading area should be confortable, neither too hot or too cold.
   - C. Lighting should not be too bright or dim, with no glare to reflect off the pages.
   - D. Control your volume. Listeners should be able to hear without straining but not should sharp.
   - E. Choose books appropriate in length for the age child you are reading to.
   - F. When you finish reading, don't ask questions about the book-let your child ask the questions or iniate conversation about the story.

II. How to read aloud effectively. Continued page 2.

G. Don't be afraid to skip sentences, phrases, or even pages if you feel the need to in order to keep the child's attention.

H. Share the illustration with the listener. Point out details you think the child may be interested in.

I. Keep your reading simple. Change the quality, tone, and pitch of voice with the story, but too many changes can detract from the story.

J. Pace reading the story according to the reactions of the listener, who will let you know if you are going too fast or slow.

K. Be enthusiastic about reading and about books.

III. Reading to Children

A. Birth-19 Months.

1. Children should be read to from the cradle on.
2. In the early stages, reading material can vary greatly, just al long as the reader uses a pleasant tone.
3. As the child approaches one year, reading material should consist of rhyme, and children's stories.
4. Pictures should be bright and simple.
5. When children start to manipulate books, they should be sturdy board books or washable cloth books.
6. At 18 months, children begin to understand verbal syntax and are more attentive to reading. They may start to repeat familiar phrases.

B. 18 Months-3 Years

1. At this age, children love to hear stories over and over again. Children may begin to know the story from memory.
2. Children may ask you to read a book to them.
3. Children may begin to recognize letters or simple words.
4. Allow children to choose some books on their own.
5. Stories and illustrations can become more complex as the child grows older.
6. Read a variety of books, ranging from people, concepts, fantasy, peotry and things in everyday life.

C. 3-4 Years

1. Books should be available for children to look at independently.
2. Set aside a specific time during the day for the family to read together.
3. Books can help answer some of the many "why" questions that children ask.
4. Children may recognize their names and other simple words.
5. Children may make up their own narrative to go with a book.
6. Stories should be longer and have more of a plot.
7. Stories should have happy endings.
8. Children begin to understand reality and fantasy in books. They may ask if things are "for real" or "pretend".
9. Children can accept the death of characters in books, but not in real life.

III. Reading to Children. Continued page 3.

10. At this age, children enjoy rhymes and may make up their own simple poems.

D. 5-6 Years

1. Although children attend school, and some read independently, reading aloud should still continue.
2. Stories and illustrations should be complex enough to keep the child's active interest.
3. Children enjoy choosing the types of stories they read and following specific subjects.
4. With formal reading lessons in school, an emphasis should be placed on reading for pleasure.
5. Children may enjoy simple mysteries.
6. Children want variety and action in books, and enjoy humor.

IV. Choosing Books For Children

A. Choose books that will be appealing to children but not necessarily adults.
B. Relate the length of the book and complexity of the story to the individual child.
C. If a child rejects a book, put it away for a few months, then introduce it again.
D. Choose books that relate to children's specific interests, most young children like stories about animals, machines and vehicles, children and families.
E. Some books, but not all, should incorporate rhyme and rythm.
F. The book should have a happy ending, whether it be a wish fulfilled, a problem solved, a new skill learned, or a new situation taken in stride.
G. Recognize patterns in books your child enjoys. They may all revolve a subtle theme, such as friendships or heroic characters.
H. Use your child's reaction to specific books when choosing new books.
I. Let your child choose some of the books.

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SAFETY

Objectives:

1. To provide information to parents on providing a safe environment for children.

2. To provide information on outdoor safety, including safety in streets and roads, playground safety, boating and water safety, and bicycle safety.

3. To provide information on preventing fires, what to do in a fire, and summer first aid to treat burns.

4. To provide information on indoor safety, including poison prevention, and choosing safe toys, and household safety.

5. To provide information to parents on personal safety and crime prevention.

6. To provide a list of resources for parents and children regarding all aspects of safety.

A. Outdoor Safety

Outdoor safety includes outside climbing and playing equipment and anything in the outdoor environment. The following list outlines items to check outdoors and to teach children about playing outdoors.

1. Streets and Roads
   a. Never play in the streets.
   b. Do not run out from between parked cars. Approaching drivers may not see children darting out from between the cars.
   c. Cross streets only at corners.
   d. Stop, look, and listen before crossing streets.
   e. Pay attention to traffic signals.
   f. Stay on the crosswalks.
   g. Be careful on slippery, snowy, and wet streets.
   h. Wear bright clothes at night so drivers can see you.
2. Playground
   a. Donot play near or behind swings.
   b. Be careful when equipment is slippery and wet.
   c. Use all playground equipment in the proper manner.
   d. If you are dizzy or scared, of any equipment get off immediately.
   e. Slide down a slide feet first.
   f. Stay away from crowds while jumping rope.
   g. Don't bounce around on a see-saw.
   h. Don not climb higher than you can handle.
   i. Always sit on the swings.
3. Outdoors
   a. Do not climb on high fences.
   b. Stay away from trash cans and broken bottles.
   c. Stay away from electrical equipment.
   d. Do not play in abandoned buildings.

e. Never play in old trunks, refrigerators or in anything with a lid or a door. The door can swing shut, trapping children inside.
f. Do not play with garden tools or fertilizer.
g. Wear light colors outdoors at night.
h. Protect yourself from the sun.

B. Boating and Water Safety

1. Boating Safety
   a. Do not stand up in a boat.
   b. Be careful with fish hooks and tackle.
   c. Come back to shore when the water gets rough.
   d. Always wear a life jacket.
   e. Make sure the boat is in working order before you leave the shore.
   f. Protect yourself from the sun by using a sunscreen or wearing a hat.
   g. Never go off in a boat alone. Let people on shore know where you are going and when you will be back.
   h. Do not go out in a boat in stormy weather.
2. Water Safety.
   a. Watch where you step when fishing on a pier.
   b. Never dive into strange water.
   c. Watch out for sharp objects in the water or sand.
   d. Do not swim under a pier.
   e. Always walk, never run, on a pier or by a pool.
   f. Swim only in supervised water.
   g. Watch out for animals that live in the water.
   h. Always swim with a buddy, NEVER alone.
   i. Stay out of water after eating.
   j. Do not talk to or distract the life guard.
   k. Do not use glass or bottles in a pool area.
   l. Never push people into the water.
   m. Learn how to swim to survive.
   n. Learn the proper way to use life saving equipment.
   o. Know what to do in an emergency.
   p. Stay away from water in a storm.
   q. Protect yourself from the sum with a waterproof sunscreen.
   r. Don't swim out too far-you can get too tired to swim back.
   s. Air mattresses and inflatable toys are not life saving devices.
   t. Be sure adults know where you are at all times while swimming.
   u. Stay in the shallow end of the pool if you can't swim.

C. Bicycle Safety

When teaching children how to ride a bicycle, it is important to teach the following safety rules:

a. Ride on the right, into traffic.
b. Ride single file, next to the curb.
c. Do not weave or do silly stunts while riding.
d. Be careful at intersections.
e. Look both ways before crossing streets.
f. Do not make U-turns.
g. Obey traffic signs and signals.
h. Always ride alone-never carry passengers.
i. Add a basket to carry items.
j. Be alert for hazards in the road.
k. Watch ahead for what other people are doing.
l. Watch for cars pulling with traffic.
m. Make sure your bike is in proper working order.
n. Always keep your hands on the handlebars and your feet on the pedals.

D. Fire Safety

Fire Safety involves preventing fires, reacting to fires, and knowing simple first aid to treat burns. The following is a list of fire safety rules:

1. Preventing Fires
   a. Never play with matches, and stop others from playing with matches.
   b. Make sure grownups do not get careless with cigarettes.
   c. Keep your distance from the fireplace and stove.
   d. Make sure the iron is off when not in use.
   e. If you smell gas, open all windows and get out.
   f. Always put a grill in a spot away from trees. Keep a bucket of dirt or sand near by to smother charcoal if needed.
   g. Make sure an adult is in charge of the grill and present at all times.
2. Reacting to Fires
   a. Always close the door between you and a fire if you are trapped in a room.
   b. Never try to jump from a window higher than the second floor.
   c. Fat, grease and oil fires should be smothered.
   d. Call the fire department even if you think you have put a fire out.
   e. Practice escape routes with your family.
   f. Leave a fire scene quickly, but do not panic.
   g. Use a wet cloth to breath through when there is smoke.
   h. Try not to get trapped in a room with no escape.
   i. Call the fire department after you are safe and away from the fire area.
   j. If you are trapped in a room in a burning building, close the door and put sheets or towels in the cracks of the doors to prevent smoke from entering.
   k. When clothes catch fire, roll over and over on the ground.
   l. In a smoky room, crawl on your hands and knees to avoid breathing smoke.

3. First aid for Burns
   a. Run cool water over small burns to cool the skin.
   b. Keep a burn dry after treatment.
   c. Cover burns with a clean cloth.
   d. Do not put lotions or greasy ointment on burns.
   e. Do not pop any blisters.
   f. Let a doctor treat bad burns.

Note: Always keep the phone numbers of the fire department, police department, and emergency number near the phone. Show your child where the numbers are and explain the importance of using these numbers in case of an emergencies.

E. Safety With Poisons

Cleaners and medicines are necessary household items, but can also be deadly for children. It is an adults responsibility to make sure children can not get to poisons and teach children about the dangers of poisons.

1. Adult responsibilies.
   a. Always keep poisons, medicines and cleaners locked out of reach of children.
   b. Label all poisonous substances with a "Mr. Yuk" or other symbol and teach children the meaning of the symbol.
   c. Leave all substances in the original container.
   d. Keep lawn fertilizers, gasoline, painting supplies etc. locked away from children.
   e. Never take medicine in front of children, and never call medicine "candy".
   f. Discard all old medicines by flushing them down the toilet.
   g. All houseplants should be out of reach.
   h. Repair all broken plaster, repaint if paint is flaked and chipped.
2. Safety Rules to Teach Children About Poison
   a. "Mr. Yuk" means that something is bad for me, and is not to play with or eat.
   b. Never put strange things in your mouth.
   c. Things that may smell or taste good can be bad for children.
   d. Do not eat plants that grow out side or are growing indoors.

F. Toy Safety

Playing is the child's work and toys are important tools that add to childrens play time. However, toys that are not safe can be harmful to your child. The following are points to consider when choosing toys for children:

1. Toys should be free of sharp edges and points.
2. Look out for sharp wires, nails, or pins that may be exposed.
3. Check wooden toys for splinters or cracks.
4. Eyes or buttons on dolls and stuffed animals should be well attached, so they won't come loose and be swallowed.
5. Check toys with movable parts that may pinch fingers or toes.
6. Stuffed toys should be well constructed so the stuffing won't come out.

Safety. Continued page 5.

7. Strings on pull toys or crib toys should be no longer than 12 inches to prevent strangulation.
8. Make sure loops or balls at the ends of strings are large enough so babies don't swallow them.
9. All painted toys should be labeled non-toxic.
10. All cloth toys should be flame resistant.
11. Make sure all toys are bigger than your fist to prevent swallowing.

*Most important of all-keep a close eye on your children at all times. Accidents can happen when you least expect them.

G. Personal Safety

Until recently, personal safety was rarely discussed with children. Unfortunately, that is no longer the case today. Parents must talk with their children about sexual abuse and crimes that could be committed against them. Research shows that children who have been informed about these crimes are less likely to be victimized. The best way to talk with children about these delicate topics are to emphasize self-reliance and open communication and minimize embarrassment and fear. The following points are important to teach children.

1. Abuse Prevention
   a. Your body is special and private. You don't have to let anyone touch your body, unless you want to.
   b. Sometimes you like to share your body, like when you hug your parents or hold a friends hand. If sharing your body makes you uncomfortable, you can say NO and move away.
   c. If someone tries to touch you and makes you feel uncomfortable-tell your parents, then stay away from that person.
   d. Never go anywhere with a stranger, even if the stranger said he knows your mom.
   e. If someone makes you feel uncomfortable by the way they look at you or things they say, tell your parents and stay away from them.
2. Crime Prevention
   a. Never open the door for anyone you don't know, no matter what they say or if they know personal information about you and your family.
   b. Do not give out any information about you or your family to anyone on the phone.
   c. When walking outside wear clothes and shoes that are comfortable and easy to run in.
   d. Do not carry large amounts of money, carry expensive things, or wear valuable jewelry when you are out.
   e. Don't talk to strangers, take anything from a stranger,or go anywhere with a stranger.
   f. If at all possible, do not walk outdoors at night.

g. When walking, avoid strange parts of town, unfamiliar roads and alleys, and areas that are not well lighted.
h. Take the safest direct route to your destination. Avoid shortcuts through fields, alleys, or backyards. At home, always keep the doors and windows locked.

3. What To Do If You Suspect Sexual Abuse

No parent wants to think that their child could possibly be abused. However, parents must be ready to deal with the situation in a calm manner and rationally. If you suspect your child is being abused, follow these tips:

a. Go to a private place and talk to your child. Ask your child unthreatening questions to lead into the discussion.
b. Believe your child. Children do not lie about being abused.
c. Reassure your child. Tell your child he/she has done nothing wrong, and it is not his/her fault. Reassure your child that you love him/her.
d. Call Child Protective Services or the police. You must report your child's experience within 24 hr. Tell the child that a police officer will be coming to hear the story to help him.
e. Offer continuing love and support. The child may be burdened with guilt, feeling responsible for both the offense and the difficulties that stem from the office. Your continued love and support will help your child get through this difficult period.
f. Protect your child's privacy. Tell only those people that need to know and the explanation should be brief and simple.
g. Get support for yourself. Parents experience many feelings throughout this kind of ordeal. Talk with trusted friends or relatives, professionals, or crisis lines. Don't try to bear this burden alone.

H. Indoor Safety

There are many accidents that occur each year within the home. Parents can avoid many accidents by safe-proofing the home and teaching children to play safely in the home.

1. Safe-proofing the home.

a. Keep tools and sharp objects in a place where children can not get to them.
b. Set the hot water heater at a temperature that can not burn children.
c. Keep all medicines, cleaners and harmful substances locked at all times.
d. Keep plastic bags in a place children can not get to.

e. Cover all electrical outlets with covers.
f. Put stickers on all glass doors to prevent children from bumping into them.
g. Turn all pot holders to the back of the stove.
h. Wipe up spilled liquids immediately.
i. Keep stairway gates locked.
j. Keep all guns and hunting equipment LOCKED AT ALL TIMES.
k. Put a rubber mat in the tub or shower.
l. Keep hair dryers, etc, in a bedroom instead of the bathroom.
m. Securely latch all cabinets that are in children's reach.
n. Install radiator guards.
o. Unplug lamps and appliances and keep cords out of reach.
p. Keep knitting needles, sewing supplies, matches, ashtrays, small objects and breakable objects out of reach of children.
q. Remove wobbly furniture or furniture that could be pulled over and make sure furniture is free from cracks and splinters.

2. Safety rules to teach children.
a. Do not play in slippery or wet places, such as the laundry room or bathroom.
b. Walk carefully up and down the steps.
c. Donot play around open windows.
d. Furniture is to sit on. Climbing or jumping on furniture can lead to accidents.
e. Donot touch a hot stove, pans, or dishes.
f. Donot put objects into electrical sockets.
g. Appliances are not to play with.
h. Ask an adult to get things for you from high places.
i. Play with animals/pets gently.
j. Donot play with locks on door knobs.
k. Put away toys and games when finished with them. Never leave toys on the stairs.
l. Watch out for sharp corners on furniture.
m. Never play with gums or hunting equipment.

SAFETY CHECKLIST

-Knifes, tools, scissors, and sharp objects are kept out of reach of children?
-The hot water heater is set at temperature that can not burn children?
-All medicines, cleaners and poisons are out of reach?
-Electrical outlets are covered?
-Stickers are on glass doors?
-Stairways have protective gates?
-Guns and hunting equipment are locked?
-Rubber mat in tub or shower?
-Radiator guards installed?
-No electrical equipment in bathroom?
-Appliances unplugged and cords out of reach?
-Breakable objects out of reach?
-Wobbly furniture removed?
-Furniture is free from splinters or cracks?
-Houseplants out of reach?
-Easily swallowed objects out of reach?
-Matches and lighters are out of reach?
-Emergency numbers posted by the phone?
-Gasoline, painting supplies, fertilizer out of reach?
-Outdoor climbing equipment is inproper working order?
-Pets are friendly with children?
-No broken glass or trash outdoors?
-Garden tools are out of reach?
-Old appliances have lids or doors removed?
-Children are supervised at all times, indoors and outdoors?
-All medicines are discarded in the toilet?
-Broken plaster repaired?
-Flaking and chipped paint repainted?
-Broken toys are repaired or discarded?
-DO YOU WEAR YOUR SAFETY BELT AT ALL TIMES?

**Remember-Safety First or Expect the Worst!

HOUSEHOLD ITEMS DEADLY TO CHILDREN

The number of children who have died and/or have been seriously injured ingesting poisonous substances found in the home would make you weep.

It is the responsibility of adults to poison-proof their homes to prevent children from becoming victims.

First: Never take medicine in front of children. They love to imitate adults. Also, never call medicine "candy".
-Store all cleaning supplies out of sight and out of reach of children. (Never leave cleanser or detergent under the kitchen or bathroom sink.)
-Keep all products in their original containers.
-Discard old medicines by flushing them down the toilet.

Here is a checklist of potential poisons found in the home. These products should be locked up or kept out of reach of children.
Kitchen: aspirin, drain cleaners (lye), furniture polish, powdered and liquid detergents, cleansers and scouring powders, ammonia, oven cleaner, rust remover, dishwasher detergents.
Bedroom: all medication, jewelry cleaner, cosmetics, perfume.
Laundry: bleaches, soaps, detergents, disinfectants, bluing, dyes, spot removers.
Closets, Attic, Storage Places: rat poison, ant poison, mothballs, insect sprays.
Purse: aspirin, all drugs, cigarettes.
Bathroom: all drugs and pills, shampoo, wave-set lotions and sprays, nail polish and polish remover, suntan products, shaving lotions, toilet bowl cleaner, rubbing alcohol, room deodorizer, hair remover, boric acid, denture tablets, deodorants, pine oil and bath oil.
Garage, Basement, Workshop: lye, kerosene, bug killers, gasoline, lighter fluid, turpentine, paint remover and thinner, paint, weed killers, anti-freeze and fertilizers.
General: flaking paint, repainted toys, broken plaster. Some flowers and plants are poisonous.
First aid for poisonings: keep syrup of ipecac on hand in your home, but do not use it except on the advice of your physician or the poison center. (Call information now for your local poison center's 24-hour hot-line number, and keep it on or near your phone.)

Poison prevention is the best antidote for poisonings, but accidental poisoning can occur in any home. The natural impulse is to act at once, but the wrong treatment for poisoning is often more harmful than none. So call your physician or your local poison center for advice immediately.

(Chicago Tribune)

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363.1 ARN	Who Keeps Us Safe? Caroline Arnold
363.13 BAK	Safety First-Home Eugene Baker
363.13	Safety First-Outdoors Eugene Baker
372.177 BAK	Safety First-School Eugene Baker
363.14 BAK	Safety First-Water Eugene Baker
614.8 BEN	The Emergency Book Jeanne Bendick
797. RIN	No Pushing, No Ducking Barbara Rinkoff
362.704 BOE	You Can Say No: A Book About Protecting Yourself Betty Virginia Doyle Borgehold
363.14 BAK	Safety First-Bicycles Eugene Baker
628.922 BAK	Safety First-Fire Eugene Baker
362.88 LYT	Play It Safe: The Kids Guide To Personal Safety and Crime Prevention Kathleen Kyte
614.8 LEA	Safety CAn Be Fun Munroe Leaf
363.1 SEU	Stay Safe, Play Safe: A Book About Safety Rules Barbara Seuling
613.6 BER	What To Do When Your Mom or Dad Says..... Joy Berry
366.704 FRE	It's My Body Lory Freeman

Booklist continued page 2.

Picture Books

Berry	Teach Me About Danger Joy Berry
Chlad	When I Cross The Street Dorothy Chlad
Kessler	Who Tossed That Bat Leonard Kessler
Dirard	My Body Is Private Linda Walnoord Girard
McNulty	Safety In The Water Sally McNulty
McNulty	Safety With Fire Sally McNulty
Berenstain	The Berenstain Bears Learn About Strangers Stan and Jan Berenstain
Paulet	Blue Bug's Safety Book Virginia Paulet
Girard	Who Is a Stranger and What Should I Do Linda Walnoord Girard
Vogel	The Dangers of Strangers Carole Vogel
McNulty	Safety At Home Sally McNulty
Chlad	Stop, Look and Listen for Trains Dorothy Chlad
Chlad	Strangers Dorothy Chlad
Chlad	Animals Can Be Special Friends Dorothy Chlad
Chlad	Bicycles Are Fun To Ride Dorothy Chlad
Chlad	Matches, Lighters, and Firecrackers Dorothy Chlad
Chlad	Poisons Make You Sick Dorothy Chlad
Chlad	Riding On A Bus Dorothy Chlad
Chlad	When There Is A Fire Dorothy Chlad

Booklist continued page 3.

Resources for Parents

362.704 DAY	Private Zone: A Book About Teaching Children Sexual Assault Prevention Frances Dayne
362.704 HUB	Help Yourself To Safety: A Guide To Avoiding Dangerous Situations With Strangers and Friends Kate Hubbard
362.7 MEY	Safety Zone: A Book Teaching Child Abduction Prevention Skills Linda D. Meyer
362.704 TER	Feeling Safe Feeling Strong Susan Neiburg Terkel and Janice E. Rench
362.88 KYT	Play It Safe Kathy S. Kyte
362.704 HAR	Protect Your Child From Sexual Abuse Janie Hart-Rossi

ADDITIONAL RESOURCES AVAILABLE TO PARENTS DURING MINI-WORKSHOPS

PLAY AND TOYS

Booklets
- Let's Play Outdoors by Katherine Read Baker
- Mud, Sand, and Water by Dorothy M. Hill
- Activities for School-Age Child Care by Rosalie Blau...[et al.]
- Group Games in Early Education by Constance Kamii and Rheta DeVries
- Play: the Child Strives Toward Self-Realization National Association for the Education of Young Children

Pamphlets
- Which Toy for Which Child by U.S. Consumer Product Safety Commission
- The ABC's of Toys and Play by Toy Manufacturers of America, Inc.
- Learning About Labels by Toy Manufacturers of America, Inc.
- Toys, Tools for Learning by National Association for the Education of Young Children

CHILD DEVELOPMENT

Booklets
- Infants, Their Social Environments by Bernice Weissbourd and Judith Musick
- The Significance of the Young Childs Motor Development, National Association for the Education of Young Children
- The Crisis in Infant and Toddler Child Care, Ad Hoc Day Care Coalition

Pamphlets
- The Phenomena of Early Development, Ross Growth and Development Program
- Helping Baby Grow, Wisconsin Department of Health and Socail Services
- Developmental Checklist for Young Children Association for Retarded Citizens, Milwaukee, Wisconsin
- The Regional Parent - Infant Educational Program
- The Developmental Toy Collection (bookmark)

DISCIPLINE

Booklets/Pamphlets
- A Guide to Discipline by Jeanette Galambos Stone
- Your Child and Discipline, Ross Growth and Development Program
- Discipline for Young Children: Love and Learn by Laice S. Honig
- Helping Children Learn Self-Control: A Guide to Discipline, National Association for the Education of Yound Children
- How to Generate Values in Young Children by Sue Spayth Riley

GENERAL PARENTING INFORMATION

Booklets - Brain and Learning by Marlin Languis...[et al.]
More Than ABC's: The Early Stages of Reading and Writing, by Judith A. Schickendanz
Curriculum Planning for Young Children by Janet F. Brown

Pamphlets - How to Choose a Good Early Childhood Program National Association for the Education of Young Children
Helping Children Learn About Reading by Judith A. Schickendanz
Helping Your Child To Talk, Lake County Health Department
Bedwetting Facts, Lake County Health Department
What Everyone Should Know About Head Lice: The The Pediculosis Story, Reed and Carnrick Co.
Chicken Pox, Illinois Department of Public Health
Strangers Danger: A Bibliography on Child Safety for Parents
Your Child's Eyesight
What Parents Should Know About Kids and TV
Talking With Kids, Lake County Health Department
Is Your Child Constipated? Lake County Health Department, WIC Program

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155.4 Bra	Brazelton, T. Berry To Listen To A Child
155.418 Pie	Piers, M.W. The Gift of Play: And Why Young Children Can't Live Without It
649 Pea	Pearliman, Laura Raising The Handicapped Child
649.1 Aue	Auerbach, Stevanne The Whole Child
649.1 Bec	Becker, Wesley Successful Parenting
649.1 Ber	Berends, Polly Whole Parent/Whole Child
649.1 Bet	Better Homes and Gardens The New Baby Book
649.1 Bra	Brazelton, T. Berry Infants and Mothers
649.1 Bun	Bundy, Darcie The Affordable Baby
649.1 Cli	Cline, Victor B. How To Make Your Child A Winner
649.1 Col	Collier, Phyllis Practically Painless Parenting
649.1 Dye	Dyer, Wayne What Do You Really Want For Your Child
649.1 Edw	Edwards, Margot The New Parent Class
649.1 Fat	Grad, Fae F.N. The Father Book: Pregnancy and Beyond
649.. Gra	Granet Valen, Gail The Parent's Resource Book
649.. Gro	Growing Parents: A Sourcebook for Families
649.. Her	Herzig, Alison Oh, Boy! Babies!!
**649.1 Ril	Riley, Dan Dr. Dr. Dan's Prescriptions: 101 Nonmedical Pills for Solving Parenting Problems

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649.1
Kli
Kliman, Gilbert W.
Responsible Parenthood: The Child's Psyche Throughout the Six-Year Pregnancy

649.1
Koh
Kohl, Herbert
Growing With Your Child

649.1
Lea
Leach, Penelope
The Child Encyclopedia: A Parent's Guide to the Physical and Emotional Well Being of Children from Birth through Adolescence.

649.1
Oso
Osofsky, Howard & Joy
Answers for New Parents: Adjusting to Your New Role

649.1
Ope
The Open Home: Early Learning Made Easy for Parents and Children

649.1
Ple
The Pleasure of Their Company: How to Have More Fun With Your Children

649.1
Pog
Pogrebin, Letty
Growing Up Free: Raising Your Child in the 80's

649.1
Rap
Rapport, Rhona and Robert
Fathers, Mothers & Society: Perspectives on Parenting

649.1
Rob
Robertiello, Richard
Hold Them Very Close, Then Let Them Grow

649.1
Rog
Rogers, Fred
Mister Rogers Talks With Parents

649.1
Sal
Salk, Lee Dr.
The Complete Dr. Salk: An A-Z Guide to Raising Your Child

649.1
Sam
Samuels, Mike and Nancy
The Well Baby Book

649.122
Gil
Gillis, Jack
The Childwise Catalogue: A Consumer Guide to Buying the Safest and Best Products for Your Children, Newborns to Age Five

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